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THE LIBRARY JOURNAL

TWICE-A-MONTH

SEPTEMBER 1, 1923

MONTHLY IN JULY AND AUGUST

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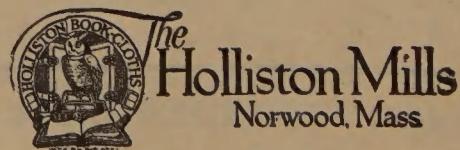
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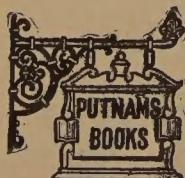
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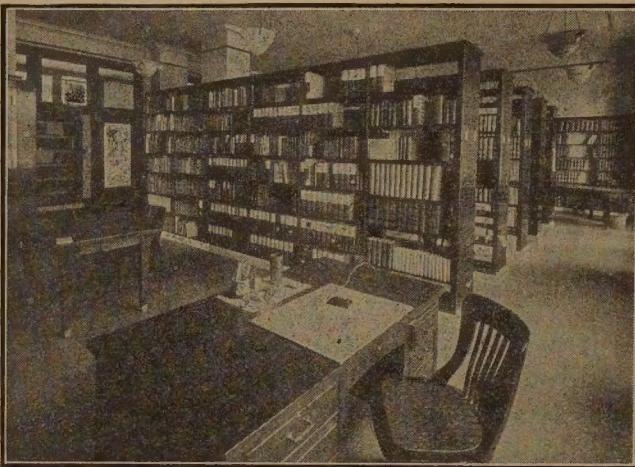
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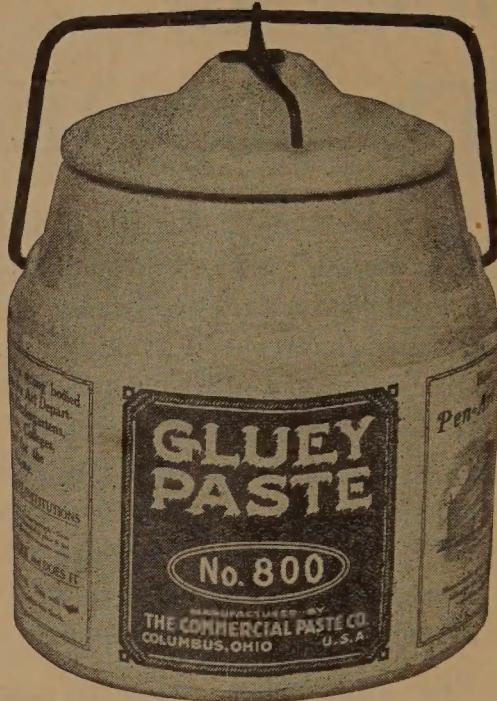
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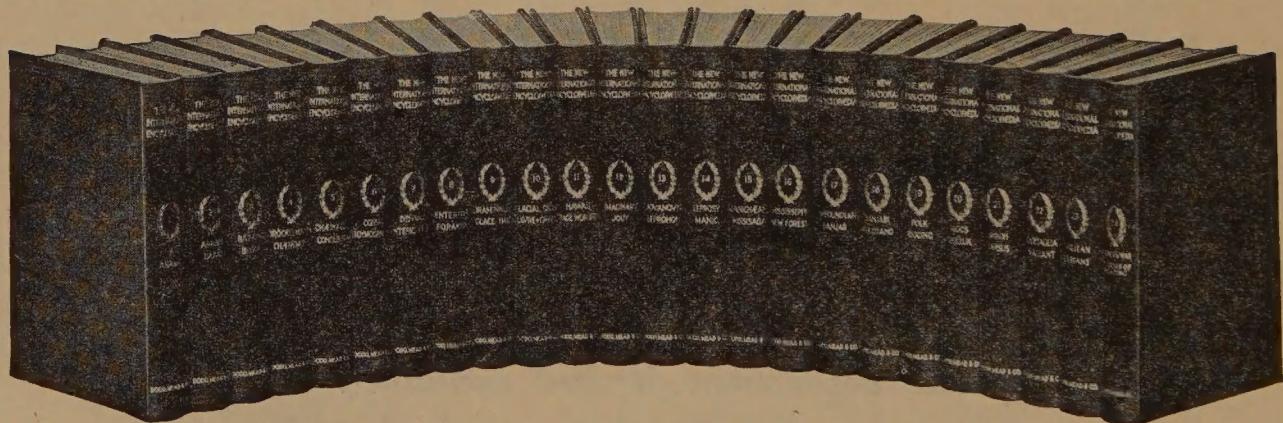
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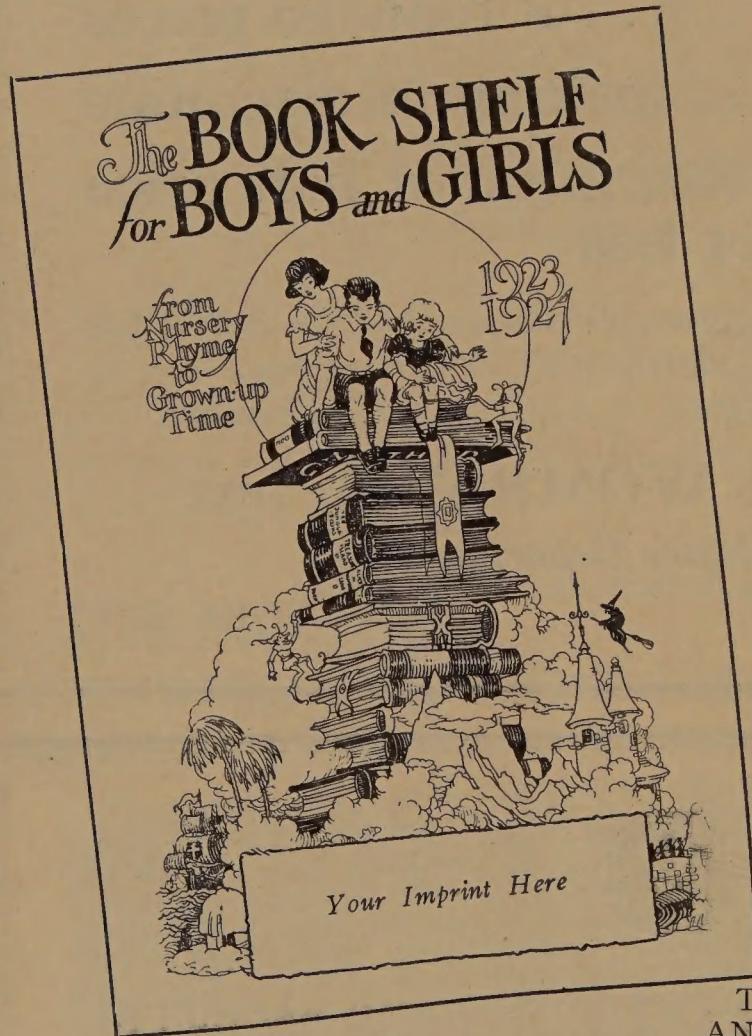
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THE LIBRARY JOURNAL

TWICE-A-MONTH

SEPTEMBER 1, 1923



The Children's Librarian in the Community

BY ANNA P. MASON

Librarian of the Carondelet Branch of the St. Louis Public Library

I HAVE just emerged from an experience different from anything I have ever known before, and by which I have been constrained to live continually for several weeks in a state of complete abstraction from all extraneous calls, in constant concentrated absorption with one idea. This idea is the value of the library to the community. I am bursting with the subject. A large community pageant, with a cast of over four hundred characters, drawn from six grade schools and the largest high school in St. Louis, has been the vehicle by which I have endeavored to give forth the quality of my vision. Another portion of my obsession I shall express to this Section of the A. L. A.*

The concrete idea that has been so evident to me is the significance of the library movement in building for intelligent citizenship and thereby providing an invaluable force in reconstruction. In an article in the *New Republic* some months ago, Herbert Croly speaks of the necessity of the revival of the neighborhood as an economic unit. This thought is coming generally into recognition. The importance of rural and small town communities is constantly discussed and finds its exemplification in novels of recent fame. In "Vandemark's Folly," for instance, the inception of social and political constituencies in township and county lends the greatest interest of the story to the reader desiring to understand the foundations of civic life. In a large city, the local community spirit which may be merged into a municipal and federal spirit, is to be of the first importance in any reorganization or renaissance of American life. Mr. Croly speaks of the church as an agency to "reconstitute the neighborhood as the ferment and the tissue of American political social and economic life, by starting to build up American citizens who unite competence in

carrying on their own special jobs with knowledge of the world and of their fellow human beings, confidence in them and love for them." Surely the library is also an agency very largely concerned in this work.

The only conception of the library, however, which will fit into this kind of service is that which places the emphasis upon the reader rather than the book, and the institution of work with children as a specialized department is the most fundamental evidence and demonstration of this conception. All consideration of plans for the reorganization of society begins with the children. In the proportion that the children's librarian develops the idea of the child as the future citizen, will she take her place in the community as an active worker for constructive civic ideals and reflect credit, as such, upon her institution.

In this interpretation of her mission, perhaps, may be seen the future appeal of library work with children. Her ideals remain the same but she needs to restate them, at least to herself. Let us say the ultimate goal of library service to youth is to bring ennobling influences to bear upon its life thru the proper use of the best books in every sense of the word. This, then, is the key to the place of the children's librarian in the community. The problems which confront her, all new elements which come into the situation thus created, must be met and measured by the definite desire of presenting to children, thru good literature, the proper inspiration and means for mental and spiritual development. The longing to train our young people as future citizens of that world, which it is hoped will bring in a new and enduring civilization, is probably the most insistent and absorbing thought of the day with those who are giving consideration to economic problems. Too long has this nation accepted citizenship as a right and therefore maintained its indifferent attitude toward the duties of this office. At last we are awakening to the need of preparation for in-

* This paper was read at the A. L. A. Children's Librarian Section meeting at Hot Springs, Ark., April, 1923.

telligent representative government and special training for those who are to be the leaders of municipal, state and national life. Mr. Robert S. Brookings of St. Louis has recently endowed a new graduate school of public service as a part of Washington University and this is a striking recognition of a great need in higher education. All public institutions must do their part in supplying this need to the masses. During the past year or so we read these words by a student and writer of Providence, Rhode Island. "It is cheering to remind ourselves, under existing circumstances, that there have been philanthropists wise enough to endow libraries for the building up of a national character and far-sighted Americanism that will make for world peace and co-operation." How shall the children's librarian organize her various activities that they may become a living power in this work? Everything in this day must be done with some sense of scientific thought and certainly with some sympathetic understanding of allied movements. In this discussion I am leaving out all reference to work with foreigners as a separate class or problem.

The first great service of books to youth is, of course, that of beauty and inspiration, the gratification of the artistic and spiritual instincts, that quality which works to keep "every common sight apparelled in celestial light." I do not know whether any other function fulfilled by the children's librarian can equal this as a foundation for citizenship, and all other activities are based upon it. But in the act of instilling a love of the beautiful and inspiring attributes of literature, she must now handle, also, practical material of all kinds, recognizing that broad comprehensive living must include these things. Any book adding to the child's mental, physical or spiritual equipment and presenting its subject in the best form is a worthy element in the library cause, and if the librarian keeps her sense of proportion, there is every reason to believe the children under her influence may do so also.

I have recently been reading an account of the educational theories of N. F. S. Grundtvig, Danish theologian and historian, and the Folk colleges which he founded in his native land. He found "strongly developed in youth the feeling for the spiritual life of man as a whole." He claimed however that the only way to propagate spiritual things was by spoken instruction: "Books," he said, "are like memorials and must be interpreted by inspired speech." This thought of course suggests the value of storytelling, which was long considered the special prerogative of the children's librarian. Now it has become so prevalent in every organization, educa-

tional, social and even commercial, that it is no longer an art but a mechanical device for "putting over" almost anything under the sun. Children should not be deprived of the power inherent in great literature as portrayed by one who loves it. The ennobling influence of beauty and truth expressed in the great classics can ill be spared, and all that the library can do in interpretation of these is of paramount importance now that the school has taken on so many subjects which divert attention to other things.

I believe we ought not to respond to every call from the outside for storytelling, without distinction as to its value for our special purpose. Quite aside from the necessity of saving time and strength enough for all the calls upon us, there is the question of depreciating the significance of the artistic story and detracting from the dignity of the library. Storytellers invited as time-filers who can be obtained free of charge cannot carry a vital message from the institution they represent.

So let us hold fast to whatsoever things are lovely and of good repute and our service here shall not be impaired. At the same time there is an enlarged idea of the story hour which will increase the value of what it represents. Many children's librarians are at present finding it advantageous to give in schools and library auditoriums story outlines of great books in place of formal complete tales. These may be made very effective by one filled with intense appreciation for the subject, and boys and girls are more likely to read such a story than the one which is offered complete. Another illustration of what is meant by a broader conception of the story, is indicated by such affairs as the descriptive recital work in music, given to children in the assembly rooms of the St. Louis Public Library by Mr. Ernest R. Kroeger of the Kroeger School of Music, and lectures on art by Mr. Edmund H. Wuerpel of the St. Louis School of Fine Arts. The attention with which the children listened to interpreted music or followed the artist as he explained a picture or made one before their very eyes, is sufficient recommendation for such unusual activities.

The moving picture displays graphically the dramatic action of stories good, bad and indifferent. At its best there can be said of it, perhaps, as indicated in a survey of a California district, that visualization of wholesome stories brings out an appreciation of finer things in minds that are probably not affected in the same way by any other agency. The latest adjustments of story interest are to come no doubt thru the radio which has been used for this purpose the past year by many libraries including that of St. Louis.

We are to hear from an expert what the library can do to help the student in his formal school relations. We are always eager to know the evaluation put upon our efforts in this line by those whom we hope to serve. I trust that the speaker will be very frank with us because of the sincerity of our desire to help. The new methods of education force the child into the library whereas he formerly came of his own free will, and this has both advantages and disadvantages depending upon circumstances. I have never been much disturbed over the matter of compulsion. The children may come in a rebellious mood but very few of them connect this state of mind with the library. The children's librarian is their good friend who helps solve the nagging difficulty of daily lessons. She has already aided them in building their bird houses and putting up their radio outfits, and now she explains beautifully and clearly all this tangle of strange school problems so that they really become an interesting game.

We hear a great deal today about the reaction of the child to the influences brought to bear upon him. I sometimes wonder about the reaction of teachers and children's librarians. As for the latter they are, I think, obliged to go forth and link up their work with that of the various agencies which are taking the time and attention of the young people. This fact presages the increased need of careful judgment and tact, involving as it does a touch with so many kinds of people, organizations and multitudinous activities, wise and otherwise. The children's librarian must keep inviolate the flame of her special faculty in order that she may learn to choose between essentials and non-essentials among all the things that call to her from the heterogenous mass known as community work.

The Scout movement, the Girl Reserves and Campfire groups are readily thought of in this connection. In a recent article Mr. L. W. Barclay, director of the Department of Education of the National Council of Boy Scouts, pleads for active co-operation with schools and other institutions of the community. He says of the value of the movement. "With a generation of boys trained in service to the community, in initiative and resourcefulness, in responsibility, educated for leisure, with their imagination developed, with the ideals of loyalty to God and country, thru actual contact with men of their community, we will build the very foundations of American democracy." In this summary are three things which immediately appeal to the librarian: Education for leisure, development of the imagination and general service to the community. The application of these to library service is self-evident and I need

not mention them here. Another element stressed by the Scout movement is the matter of vocational guidance which crops up everywhere today in the most unexpected places. It seems to me that in co-operation with scout masters the library is specially called to offset the mercenary tendency of so many courses on this subject.

A very important phase of contact with public interests is that which is bound up in religious and social service organisations. This is a very delicate ground to tread for many obvious reasons and yet there are examples of good results brought to pass thru such agencies, which encourage us to believe we have our mission here as elsewhere. The branch librarians of St. Louis attend the meetings of the Neighborhood Section of the Community Council, of which the St. Louis Library is a member, and while as yet I have seen no specific results of importance, I often feel that something is lying dormant in this relation which will yet come to the surface. At least the discussion keep us posted on the neighborhood welfare work in the city and we can be on the alert for library opportunities. Members of the staff have served in various capacities connected with church regulation of reading habits, and have been able to encourage broad ideas in the power of reading as a spiritual force in child training.

Thru the impetus of the school urge larger numbers of boys and girls come into our libraries so that the question of attendance has been solved for us. Hard upon this follows the matter of holding interest and promoting the advantages of personal work with individuals. It is the same problem which in larger measure stands unsolved in schools and universities, the loss of that invaluable personal touch. Because, in our busy children's rooms, we cannot take the time we once took to cultivate personal relationships, we are obliged to express our interest in more group work and large spectacular manifestations, which shall place the library on a basis of acknowledgement comparable to other institutions. We train the children in groups to use the catalog, find books on the shelves and manipulate reference tools. We furnish them with all sorts of annotated lists, and we add what personal work we can. In order to strengthen and supplement this relation, many new schemes are being constantly tried out.

With all the public bids for the attention of the children what can the library do to compete? What is wise for it to do? I maintain that the one great advantage that the library has over so many institutions ministering to youth is the fact of voluntary attendance. Whatever plans we may have for working with other agen-

cies or for extending our community service, we should look to it that they lead into the library itself, and lead by impelling interest without a sign of compulsion.

The children's librarian of Carondelet Branch in St. Louis annually invites the graduates of six grade schools for a social afternoon in the library auditorium just following graduation day. Some interesting speaker makes a short address. This is followed by a real party which the children enjoy and which binds them to the staff at a time when they are apt to drift away from the children's room. Any sort of group festival or ceremonial in which the librarian may seem to care about the happiness and welfare of the young people will, so to speak, broadcast the personal service and sympathy which are so necessary a part of her influence. Children and parents may not have as many opportunities as formerly for long helpful conversations about books, but they will feel that every hint and every list is worth while if advocated by one who knows and cares.

I trust I may be pardoned for giving so many illustrations of my subject from the neighborhood in which I am particularly interested, for it seems to me better and more practical to mention specific incidents than to wander altogether in abstract theory. In Carondelet, a certain district of St. Louis which was originally a separate village and was founded by the French as early as St. Louis itself, there are still evident many characteristics of separate community life. These are perpetuated because of the great distance of the neighborhood from the center of city life. The residents have an annual picnic festival in June in beautiful Carondelet Park which is participated in by the whole community and by all families who ever lived in Carondelet. Business houses close and a large parade precedes the outing. The library not only takes part in the procession but has its booth on the park grounds during the day, where the children cluster from morning to night. Some special feature is usually introduced by the library on these occasions. The most effective of these have been the presentation of a library play written by the children of the neighborhood and exhibitions of library posters prepared in the schools.

Our most recent contribution to the young people of our vicinity was a large pageant, presented as a co-operative project between all the schools and the library, to which I have already alluded. The pageant depicted the historical development of schools and library in St. Louis. There are many dramatic incidents in the history of the two institutions which lend themselves unusually well to a production of

this kind. My idea in presenting this entertainment was to give a message, by suggestion, to the public, which should carry thru a beautiful picture and also thru the close co-operative work of children and parents with school and library. A small admission fee was charged to finance the production which was given in the large auditorium of the high school. The staging was on a scale with professional affairs with special scenery and lighting effects and over five hundred dollars worth of costuming. The effect upon the boys and girls was most satisfactory, the effect, I think, that the fascination of historical and legendary characters has always had upon impressionable minds. They were thrilled with their parts and studied them carefully, presenting the work almost as a ceremonial. A representative business man, whose son had a part in the production, told me that he felt no lad in Carondelet who was in the cast would ever forget the experience. Two performances were given, one for school children in the afternoon and a night performance for adults. The audience numbered about two thousand at each performance. For nearly two weeks afterwards congratulations poured in constantly to the library, by telephone, letter and personal calls from the neighborhood people.

It is not possible of course to carry out similar projects even in all neighborhoods of the same city, but in hearing about experiences which have proved successful, one is often inspired to see more clearly what can be accomplished in one's own province. If in our crowded libraries today we cannot know intimately every child, our group activities may establish a feeling of fellowship which makes each child experience a sense of pride and partnership in what the library stands for.

Next year we are planning to have the children of Carondelet make a survey of the community, which shall include history, legends and tales, a list of trees and flowers, clubs, churches, business houses and of course the library. If it is successful, we will hope to have at the end of the year an interesting collection for exhibit and preservation. Certainly it will not be the formal survey nor the valuable one it would be if accomplished by adults. It is projected only as a means of developing community interest and keeping this interest closely associated with the library.

It is well to consider every means which will call forth the attention of parents. I know of no better way to do this than thru school organizations which so often serve as successful avenues of approach to adults. Since my first appearance before a school mothers' club years ago, I have sensed a great field of power here.

We have found that a series of Library Mothers' days arranged thru the winter, sometimes with one particular day for the club of each school, have been prolific in satisfactory results of all kinds. The mothers enjoy coming and we are able to control the program and center the thought upon library service. No particular effort need be expended upon these gatherings beyond having in the auditorium a small display of books on home-making. It has been found helpful to serve a cup of tea and cookies. An informal talk of about five minutes, in which a few general points of library work are stressed, is followed by the social hour in which the real work of winning the confidence of mothers is accomplished. These affairs are sometimes very largely attended and again the numbers are small, but the majority of those who come are converted into staunch friends for the library by the homely personal intercourse made possible.

Any way in which this sympathetic understanding may be cemented, is worthy of thoughtful notice. Attendance at public gatherings fostered by any of the local welfare groups, messages of good will to be read at "father and son" and "mother and daughter" banquets, exhibitions in church and school or in any public display, these have all a call upon the attention of the children's librarian, if she would be known as important in the community. The psychological effect of finding her a part of neighborhood life, either by her presence or some representation, is subtly to suggest confidence, and so pave the way for her own special function.

As the office of children's librarian becomes an increasingly respected one in the eyes of the public, as her position grows in dignity, there are larger opportunities for her own personal development and for those compensations which are so essential to the heart and soul of womanhood. I think we may say that, if the financial side is properly met, the outlook for interest in this field of library service is very bright, for the growth of work with young people has created an enlarged field of dignified service which calls for the best qualities of womanhood and a high order of intelligence and education.

In closing let me recall some words of Josephus N. Larned who held to the ideal of working towards that day "when the large knowledge, the wise thinking, the fine feeling, the amplitude of spirit that are in the greater literatures, will have passed into so many minds that they will rule society, democratically by right of numbers."

Articles on Aeronautics

Compiled by the Library of the Naval War College, Newport, R. I.

HERE are two printed indexes covering the *Proceedings* of the U. S. Naval Institute. The first is called the General Index and covers the period from 1874 to 1901 (v. 1-27). The second is called the Classified Analytical Index and covers the period 1901 to October, 1919 (v. 28-45).

There are no contributed articles on Aeronautics listed in the first Index. In the second Index and from October, 1919, to and including December, 1922, there are over two hundred different items on Aeronautics. Of these, approximately thirty are contributed articles of length and value; the rest being for the most part "Professional Notes."

- Bartlett. Mission of aircraft with the fleet. v. 45, p. 1729.
- Beard. War and aeronautics. v. 43, p. 2879.
- Chambers. Aviation and aeroplanes. v. 37, p. 163.
- Aviation today and the necessity for a national aerodynamic laboratory. v. 38, p. 1491.
- Notes on aviation. p. 46, p. 181.
- Craven. Naval aviation. v. 46, p. 181.
- Naval aviation and a united air service. v. 47, p. 307.
- Cummings. The air detachment. v. 46, p. 891.
- "Aviation" or "Naval aviation"; which? v. 46, p. 177.
- Use of aircraft in naval warfare. v. 47, p. 1677.
- Daveluy. Maritime aviation. v. 39, p. 1097.
- Davison. The training of naval aviators. v. 48, p. 1501.
- Edwards. The U. S. naval air force in action, 1917-18. v. 48, p. 1863.
- Fiske. Air power. v. 43, p. 1701.
- Torpedo plane and bombs. v. 48, p. 1473.
- Fulton. Rigid airships. v. 47, p. 1565; 1697.
- Hunsaker. Aerodynamics. v. 47, p. 1519.
- Aeroplane design. v. 40, p. 1715.
- The Navy's first airships. v. 45, p. 1347.
- Lapointe. Aviation in the navy. v. 38, p. 627.
- Parker. An air fleet: our pressing naval want. v. 41, p. 709.
- Pennoyer. Rigid airships in the United States navy. v. 41, p. 517.
- Pietzker. Principles of naval aeronautics. v. 40, p. 389.
- Sausley. Aeroplane accidents: causes and remedies. v. 42, p. 1117.
- Naval aviation: its value and needs. v. 40, p. 1459.
- Seaplanes: types needed in the navy. v. 41, p. 1535.
- The work ahead of naval aviation. v. 41, p. 505.
- Tinker. The whys and wherefores of airships. v. 48, p. 691.
- Westervelt. Design and construction of the "NC" flying boats. v. 45, p. 1529.
- Westervelt and Sanford. Possibilities of a trans-Pacific flight. v. 46, p. 675.
- Woodhouse. The aircraft's part in the beating the U-boat. v. 44, p. 2727.
- The torpedoplane. v. 45, p. 743.

Uniform Methods for Library Binding

GENERAL SPECIFICATIONS FOR LIBRARY AND SCHOOL BOOK BINDING APPROVED BY THE A. L. A.
COMMITTEE ON BOOKBINDING AND THE LIBRARY GROUP OF THE EMPLOYING BOOKBINDERS OF
AMERICA

WHILE these notes have been arranged primarily as an aid to library and school book binders in giving detailed instructions in clear and concise form to their workers, they will be found equally important for the guidance of librarians and of assistants in charge of binding in libraries and schools. They will serve also as information regarding many details of binding with which some librarians are not familiar, the better knowledge of which, with the co-operation of the libraries based on that knowledge, should be of great value in helping to bring about more uniform methods for library and school book binding.

Both librarians and library binders are asked to note any additions or modifications which may seem advisable, and to send such to the Chairman of the A. L. A. Committee on Bookbinding to be considered for inclusion in later revisions of the specifications which it will probably be necessary to make from year to year.

INSTRUCTION TO BINDER

When an instruction slip accompanies the volume to be bound it should be tipped by one corner to the inner margin of the right hand page following the title page, using as little paste as possible. An instruction slip should never be pasted to the title page, which should be kept as free as possible from notes or other marks.

It is rarely advisable to use the original cover for a resewed book which has been used in a library.

PREPARATION FOR SEWING

All books should be carefully collated before taking apart, to detect any missing or damaged leaves, missing or duplicate sections, badly printed pages, irregular margins, etc. In case of portraits, maps, or other illustrative material in bad condition, save if possible, trimming ragged edges and building out the leaf as described in a later paragraph.

Where in a work of fiction one or two leaves are found to be missing in one place, some librarians are willing that the book shall be bound as it is, provided the missing parts are neither the first nor the last pages, the missing pages to be noted on a slip tipped to the inner margin of the right hand page after the title page. When a larger number of leaves is missing or books other than fiction are found imperfect, either return the books unbound accompanied

by printed slips such as are used by some binders, on which the defects of each book are checked, or ask for further instructions from the librarian.

While the backs of all books should be trimmed as little as possible before sewing, whether to be done by hand or machine, the backs of books having narrow or irregular margins should not be trimmed at all. If margins are too narrow to oversew without the stitches encroaching on the print, either "sew thru" by sections or return the book to its owner unbound for further instructions or as being impossible to rebind satisfactorily.

The usual order of leaves in the front of books preceding the text is as follows: (1) Leaf giving list of other books by same author, or series or edition notes. (2) Leaf on which is printed "half title" only. (3) Frontispiece, which may be an illustration, portrait or map. (4) Title page. (5) Dedication, preface or introduction, or all of these. (6) Contents. (7) List of illustrations, maps, etc. (8) Half title or chapter title.

There are numerous exceptions to this order, some books having title page only preceding the text, the subject matter following immediately. Others have in addition to title page any one or more of the introductory features described, and commonly in the order given, altho varying somewhat.

Discard tissue paper from frontispiece and illustrations of fiction unless title or description of picture is printed thereon.

Where either inner or outer margin of a leaf is ragged, trim evenly leaving not less than one-fourth inch outside of the print on which to paste a strip of paper of quality and tint similar to that of the book. A stock of such paper may be collected from fly leaves in the books which are to be bound, which will furnish the desired variety in quality and tint. This kind of patching is particularly suited to title pages which are in bad condition while the rest of the book is fairly good.

Mend tears in margins with light weight cockle bond paper, and on left page as a rule, where it shows less in reading. However, when one side of a torn leaf is blank, patches should always be pasted on that side.

Mend tears thru print with tissue paper, strengthening tears in margins with thin bond paper.

When the paper in a book is brittle or has become disintegrated from age, or if still apparently in fair condition altho the copyright date may show the book to be fifteen years old or more, the paper should be inspected carefully and if sewing is not likely to hold, the book should be returned to the library unbound with a note as to condition of paper. An attempt to rebind may ruin such a book, while careful repair might make it usable for a time. Or the book might appear to be perfect after rebinding, but after a little time the paper would be found breaking next to the sewing, and the binder be blamed for the condition which was not his fault, or an innocent borrower be suspected of misusing the book. Occasionally the paper disintegrates within a very few years beyond the point of safety to bind.

SEWING, TRIMMING, ETC.

Provide an extra fly leaf in front and back of each book.

Do not use a heavy or double muslin guard on the fly leaf which comes next to the book, as such a guard will soon cut the leaves of the book at that point.

End papers should be of fair quality and of medium weight, either of a rag or kraft basis and of a subdued tint. Reinforced end papers with concealed cloth joints are as strong and far better in appearance than the old types of visible cloth joints. The reinforcement should be of thin, strong muslin.

Most books should be oversewed, either by hand or by machine. There are some books, however, which it is better to sew thru the sections, such as books having narrow or irregular margins, provided paper is of good enough quality; books made from a fair grade of heavy paper if not too large; and some books of higher grade paper whose original form should be preserved as far as possible.

Oversewing either by machine or by hand is entirely practical for nearly all library binding, including books and periodicals, estimated by various binders at eighty to ninety per cent of the entire output.

Sewing should extend no nearer to upper and lower edges of the book than one-half to three-fourths of an inch, to allow for trimming and a possible second rebinding.

After sewing trim edges of books carefully, watching for irregularities in print, extending maps or plates, narrow or irregular margins, etc. A trim of one-fourth inch should be ample.

LINING, ROUNDING AND BACKING

Linings should be of a good grade of medium weight canton flannel or muslin, cut to cover the back of the book to within one-fourth inch of

top and bottom and extending over on each side one-and-one-half inches.

After a coat of flexible glue has been applied the volume is rounded and the fabric lining applied before the book is backed by pasting the fabric all over on one side (if canton flannel is used the nep side should be pasted); the backing to be done when nearly dry. This insures a smooth and flexible back and well defined joints. So-called super or grass cloth should never be used for lining.

Joints should be neatly and carefully made. They should not be so wide as to allow the covers to become loose and wobbly.

COVERING

A good quality of binder's board should be used for covers, suited in weight to size and weight of the book.

Magazines and large books should be bound in Holliston, Interlaken or Bancroft legal buckram unless instructions indicate otherwise. The medium and darker colors are most satisfactory. The lighter shades show soil easily and must be lettered in ink to have titles legible. Gold is used on the medium and dark colors, which give better service for permanent binding. For books of ordinary fiction size some librarians use Caxton buckram, while others prefer the heavier buckrams.

Two styles of corners are in common use, the so-called round corner and the square corner. Both have their advocates, but there seems to be little choice as to their relative value.

In fastening the cover to the book special care should be used that the end papers are securely pasted in place in order to insure strong joints. Never use glue for this purpose. Books should remain in press until thoroly dry—not less than twelve hours, while a longer time is better.

Where leather is specified the use of acid free morocco (goatskin) is advised. This is especially desirable for the better class of books having hard wear. Reliable manufacturers and dealers stamp each skin on the back indicating it to be free from injurious acids. The ordinary grade of cowhide is cheaper than morocco and in most climates disintegrates within about five years, but an acid free cowhide is obtainable thru reliable dealers which is said to be nearly as durable as the acid free morocco. Roan and buffing are not to be considered for library binding.

The waterproof cloths or imitation leathers, made in suitable grades for book binding, promised to meet a need in library binding when put on the market some years ago. But the unreliable qualities put out during the war period and after, the difficulty in handling and in lettering in the binderies, the cracking of the finish

with use and the occasional lots which had a very offensive odor, combined to make them unpopular both with libraries and binders, and their use has been largely discontinued. The need for waterproof bindings in libraries is as great as ever, however, and it still remains for the manufacturers to devise means of suiting the finish on their materials to the requirements of libraries and binderies.

Volumes of sets should be accompanied by instructions as to materials and colors, and by a sample volume if others of the set have been rebound in the owning library.

FINISHING

Finishing should be done after proper sizing (never with powder) and with type suitable in size and spacing to the bulk of the book and length of the title, and with real gold, quality XXD.

The top of the first line of the call number should be placed two-and-a-half to three inches from the lower edge of the "back-bone" of the book. Librarians differ as to this, but the important point is to have the call number high enough to escape the friction of ordinary handling. A standard location to be agreed upon by library binders would be useful where libraries

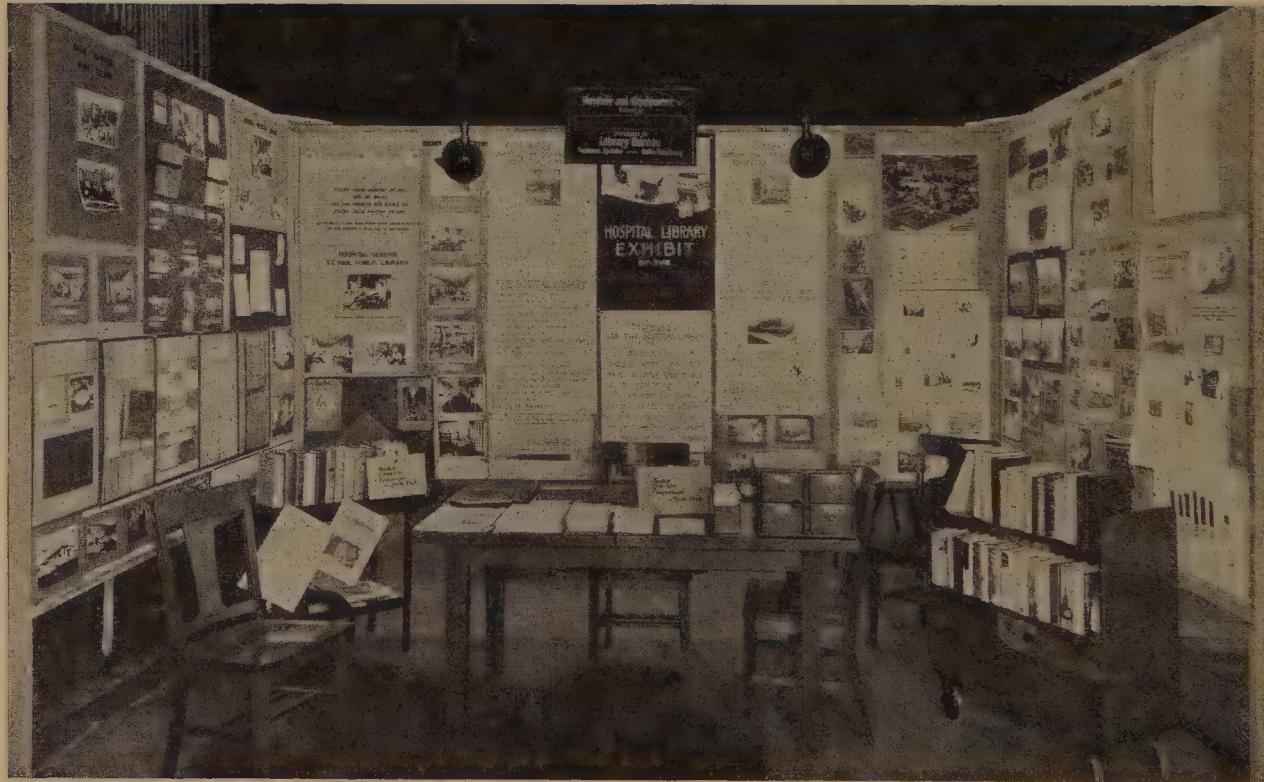
do not specify definitely as to height desired.

GENERAL NOTES

Before books are returned to patrons it is a good plan to open each one according to rules with which all binders are familiar. This tends to overcome the stiffness of the newly bound volume and minimize the likelihood of the book being forced and perhaps ruined by some thoughtless person. During this process of opening, the books should be inspected critically to detect any imperfections in sewing, inverted leaves or sections, torn or pasted leaves, or other defects in workmanship.

There are some rare, valuable or unusual books which require special and very careful treatment which cannot be covered in these specifications. Usually, where the quality of the paper in such books permits, they should be "sewed thru" the sections and trimmed as little as possible or in some cases not at all. Librarians appreciate intelligence, skill and experience on the part of the binder when this class of work is to be done, and there should be good incentive for the shop that can turn out not only good serviceable books, but which on occasion can produce bindings above the average in finish and workmanship.

The A. L. A. Hospital Library Exhibit at San Francisco



A HOSPITAL LIBRARY EXHIBIT PREPARED BY THE A. L. A. WAS AN INTERESTING FEATURE OF THE AMERICAN MEDICAL ASSOCIATION'S RECENT CONVENTION IN SAN FRANCISCO. THE THERAPEUTIC VALUE OF READING WAS STRESSED AND POSTERS AND PICTURES ILLUSTRATED THE WORK AS DONE IN PUBLIC, PRIVATE, STATE AND FEDERAL HOSPITALS.

A Dynamic Report

THE special reports of the Carnegie Corporation have a way of stirring things up within their respective fields. Dr. Flexner's report on medical education in the United States practically revolutionized the medical curricula of the whole country. Redlich's report on Legal Education did not stampede the law schools but it did lead to the modification of the courses in many of them. Dr. Pritchett's comments on the cost and value of education, in his last published annual report caused many rejoinders, *pro* and *con*. In this respect Dr. Williamson's report* will certainly run true to form. There is nothing sedative about it.

Never in the history of the modern library movement has so careful a study of a specific phase of library activity been made by an investigator as professionally well-equipped. Tho the study is confined to the *so-called professional schools* (the italics are the reviewer's), practically no phase of the subject has escaped some investigation and comment. The details of curricula, the general education, technical training and library experience of library school faculties, the professional aptitude of students and library school salaries are only a few of the specific points treated at length. An admirable summary of findings and recommendations forms the final chapter.

The study is definite. No one who has the pleasure of knowing Dr. Williamson or who has discussed with him the matters treated in this report can doubt his ability, his interest, his intellectual honesty or his accuracy, so far as the facts on which his conclusions are based are concerned. Indeed, there is a constant temptation to one who has lived in the professional Arcadia of the library school either as student or faculty, constantly to be diverted from the relentless main stream of the argument and to become reminiscent and to fit specific statements to local conditions. For example when one reads "the tendency has existed from the beginning for library schools to be more or less dominated by a single personality. The ideas and ideals of that personality, consciously or unconsciously, mold the contents and even determine the methods of instruction." It is practically impossible for any librarian of experience not to think at once of concrete cases which prove the statement.

The same is true in the chapters which deal,

* Williamson, Charles C. Training for library service; a report prepared for The Carnegie Corporation of New York. N. Y. 1923. 8-165 p. O.

for instance, with "types of library work and training," "the library school curriculum," "entrance requirements," "the teaching staff," "methods of instruction" and "field work." There is little praise and less eulogy in any of these. It will be difficult for any one connected with any of the schools to keep from thinking

"Perhaps it was right to dissemble your love
But why did you kick me downstairs."

Nevertheless the attack is not vicious muck-raking. The *facts* discussed are mostly matters of open record or common knowledge. The report is no rival of "The Goose Step," for mere gossip is not included. Even the most caustic comments of our cleverest cynical colleagues on library schools go unquoted. Incidentally, but very frequently, the ultimate responsibility of the librarian for the kind of library training furnished is pointed out. It is also granted that the alleged defects are not necessarily malicious or deliberate on the part of the schools. "Many of the defects disclosed could be remedied by the schools themselves; others are due to extreme poverty and can be remedied only by increased income."

He is measurably right on both points. The chapters on "the library school curriculum" and "the teaching staff" and the gloomy sketch (p. 121) of the Association of American Library Schools can very well cause much searching of hearts among the library school faculties, even when liberal discounts are made for possible misconstruction and for the fact that many of the conditions have been generally recognized but have so far been quite as incapable of complete solution as the local problems of any large library or even the perfect administration of educational foundations or of educational endowment funds.

Dr. Williamson sees several ways in which the complete remedy, in his opinion, may be found. (1) There must be definite professional standardization and certification, preferably national and voluntary at first. This will give the schools standards for admission of students, for the details of the curriculum and for the qualifications, educational and professional, of the school faculty. These standards should be under the control of "a representative and authoritative body to assist them not only in formulating standards, but particularly in enforcing standards agreed upon." (page 145). In all cases thorough education should precede professional training. (2) To make these standards practicable more money is needed for the support of the schools and for the salaries of those

whom they train. No new schools of professional grade are needed. The existing ones should be enlarged to capacity and much elementary instruction in routine eliminated. (3) This will permit more specialization along really professional lines and will permit the effective organization of the staff into "professional" and "clerical" workers. The latter will be ignored by the professional school, but will be adequately trained by apprentice classes which will, presumably, spring up and (presumably) also be under some central control. (4) There is no definite type of training needed for the small library, but "Awaiting the advent of the county library system . . . (a) Every community in which it is economically feasible should be stimulated to employ the educated, professionally trained librarian. Communities unable to employ librarians of this professional grade and obliged temporarily to be content with inferior service should be assisted in all possible ways by state library departments and various methods of training in service."

This program (tho not in the order given above) is developed with a wealth of definite conclusions and a logical consistency that make it easy to read and hard to forget the report. There is no evasion or hesitancy in reaching conclusions on points which have baffled the library schools themselves for years. In fact, it may be questioned, whether the main weakness of the report does not chiefly lie in this definiteness. Many of those who have struggled to give the kind of training the library employers demand and the conscientious librarians who have endeavored to awaken a community interest which would bring enough money to get the kind of library help desired will take issue with the statement that this is "a situation which was not so difficult as it was neglected." In the definite recommendations for improvement, one cannot help feeling that the author is more at home with the economic aspects of the problem than with the pedagogical. There is an evident willingness to accept as solutions educational theories which are still experimental. The university and even the college of education have their critics as severe and as detailed as the author of this report.

Tho his facts are accurate, it may be questioned whether the author always succeeds in his purpose "to present existing conditions . . . in such a way that the educator and the layman interested in educational problems might be able to form a true conception of the steps that should be taken to improve this phase of the library situation." A true conception depends as much on the interpretation of facts as on the facts themselves and the spirit and efficiency of a

school cannot always be judged by statistical studies or even by brief visits. One could hardly expect the educator and layman to realize the real service that the library schools with all their defects have done and are still doing. Many will be pragmatic enough to think that a complete study would require fuller investigation of the opinions of the graduates of these schools and their employers as to the value of the instruction received.

There is an unintentional, but none the less actual tendency to view matters from the standpoint of the large library and the large community in which personal relations become somewhat obscured and a definite, graded organization becomes easier. Probably for this reason the chapter on "the problem of the small library" is one of the least satisfactory in the report, quotable as it is in many places.

As a working program it is not likely that the report will be immediately adopted even by the recently appointed Library Training Board which includes no library school instructors among its members. It implies the acceptance at least of the A. L. A. of a definite scheme of library standards and professional certificates. At the last mid-winter meeting it was impossible to get a majority, even of the Committee on Certification, to recommend any definite certification scheme and the entire report only escaped being tabled. Improvement in standards of service, the author confesses, rests primarily on increased financial support. There is scarcely an educational institution of any kind in any state which is not facing financial stringency and public criticism of the amount of money it is now spending. Even if more money were provided, for the program to be effective it would be necessary for librarians generally to adopt service standards which would correlate with the reorganized curricula of the library schools and training classes. Reorganization of the library schools would imply the establishment of training classes, locally supported but substantially standardized and working in a harmony hitherto unattainable in any educational activity. Moreover, adoption of the curriculum standards proposed would require the withdrawal, voluntary or enforced, of most of the present library school teachers and even of some now in charge of schools. Other equally exciting situations, which need not be specified, would develop and, for the time at least, there would be little monotony in any kind of library work.

It is probable that the author knew this. At any rate, he has produced a document which every one interested in library progress should read. One who thinks that professional prestige and accomplishment depend mainly on the in-

dividual fitness of library workers and adequately equipped and supported libraries and that a comprehensive program should leave something for future realization, will be glad to have so able a champion on his side. Those who feel that some problems still remain unsolved will at least be glad to have the issue so clearly drawn.

Typographically the book is a model for library publications. A map showing the loca-

tion of existing library schools (and, perhaps, also, casting some doubt on the assumption that the present geographical distribution is satisfactory), a table of contents and another of statistical tables included, and an adequate index make it easy to consult the report—and there will be many who will want to do so frequently. There is no bibliography.

FRANK K. WALTER, *Librarian.*
University of Minnesota Library.

Training for Library Service

THE "Summary of Findings and Recommendations" forming the concluding chapter of Dr. Williamson's report on "Training for Library Service" is here given slightly abridged. The full report may be obtained free by libraries from the Carnegie Corporation, 522 Fifth Avenue, New York City.

I. Types of Library Work and Training

. . . The difference between these two types ["professional" and "clerical"] of library work has not been kept clearly in view in library organization and administration, and they therefore tend to be confused in the work of the library schools.

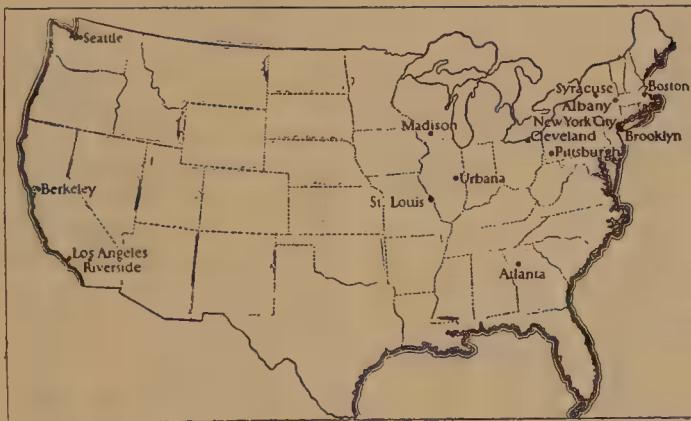
Library schools should confine themselves to training of the professional type. . . .

II. The Library School Curriculum

There is little agreement among the schools as to the relative importance of the different subjects in the curriculum. About half the student's time is devoted to . . . cataloguing, book selection, reference work, and classification. But even to these . . . some schools give two or three times as many hours of instruction as others do.

There is need for a certain degree of standardization of courses given in the first year of professional library school study. . . .

To make standards dynamic rather than static they should be subjected to constant scrutiny by the schools themselves in the light of frequent reanalyses of the training necessary for



LOCATION OF LIBRARY SCHOOLS IN 1921

the professional librarian. . . .

A composite statement of the scope and content of the twenty-five more distinct subjects included in the curricula of the library schools reveals (a) the difficulty of providing thorough instruction and training in the whole field of library work in one year, and (b) the neces-

sity of a broad, general education of collegiate grade as a basis for library school instruction.

III. Entrance Requirements

Two library schools require for admission the completion of an approved college course of four years. A four-year high school course or its equivalent is the minimum in all other schools. . . .

[Entrance] examinations are crude and unscientific, if considered as mental tests; as a means of testing the candidate's general education, they cover too superficially too narrow a range of subjects. Languages are properly emphasized; but too much stress is laid on pure literature, history and the humanities in general.

Uniform entrance examinations for all the schools would have many advantages. . . .

On the question of experience in library work as an entrance requirement, authoritative opinion and actual practice are at variance.

. . . It is believed that schools will do well to abandon "personality tests" and admit on evidence of education and ability to maintain a high standard of scholarship.

Among the minor entrance requirements ability to use the typewriter is common. This

appears to be a relic of an earlier stage of training for library work. . . . It is an actual hindrance to recruiting librarians among college men and women.

One of the most fundamental conclusions of this report is that professional library training should be based on a college education or its full equivalent. Joint courses, in which the student completes a library school course and earns the bachelor's degree in four years, represent a higher standard than that maintained by most library schools at present, but should nevertheless be looked upon merely as a step toward placing library schools on a strictly graduate basis.

IV. The Teaching Staff and Methods of Instruction

Analysis of the training and experience of instructors . . . indicates that many of them are not fitted to give instruction of high professional character to college graduates. The statistics show that: (a) Only 52 per cent of the members of the instructional staffs of the library schools in 1921 were college graduates; (b) 42 per cent were teaching in the same library school in which they received their own training; (c) 93 per cent of the instructors had no training in . . . teaching; (d) 80 per cent had no experience in teaching before joining the library school staff; (e) 32 per cent were without adequate experience in practical library work.

Concerted effort should be made to raise the quality of instruction in library schools by increasing salaries and making teaching positions more attractive . . . to . . . librarians of the highest ability.

The principal defects in the methods of instruction are: (a) Excessive dependence on the lecture method, due in part to inadequate and uneven preparation of students; (b) Lack of suitable text-books and teaching materials; (c) Heavy demands on the instructor's time, resulting from a lack of clerical assistance; and (d) The part-time system of instruction.

The part-time system of instruction, tho not without its advantages, is the direct result of attempting to conduct library schools with insufficient funds. The professional library school should have not less than four full-time instructors.

The special . . . lecturer, giving only one or two lectures in each school, has been an outstanding characteristic of instruction in most library schools. While these special lectures have not been entirely satisfactory, need is felt for some scheme of coöperative instruction that will make it possible to have the minor subjects . . . taught by specialists.

Efficiency . . . is seriously impaired by the lack of suitable text-books and handbooks or treatises on . . . library practice. To stimulate the production of professional literature . . . it is recommended that a sum of money should be provided in the form of an annual fellowship which would pay the salary and traveling expenses of one . . . instructor on leave of absence . . . for the specific purpose of enabling him to complete for publication a work . . . of special use to library schools.

From four to twelve weeks . . . are devoted . . . to field work. . . . Altho this represents a large part of the year's work, there seems to be no special interest on the part of the school authorities in the educational principles involved. The various assumptions . . . so far as any are discernible, are: (a) That the student during his . . . work in the practice library is acquiring skill in his profession; (b) That the period of field work is needed to reveal his ability or general capacity for library work; (c) That it enables the student to discover the special kind of work he desires to enter; (d) That it is useful in furnishing school officials the kind of information which they need in placing the student after graduation.

The conclusion reached . . . is that all are unsound or unimportant; that field work should be looked upon as that phase of formal instruction carried on by purposeful observation, supplementing class-room instruction. . . .

The field work . . . is in general unsatisfactory and of very doubtful value to the student. The most obvious defects are: (a) The point . . . at which field work is introduced seems to be determined by the convenience of the practice library or of the school, rather than by educational principles; (b) Methods of making assignments are not guided by the thought of giving the student a broad basis of information and a grasp of principles, and holding him up to a high standard of scholarship; (c) Student field work is in general poorly supervised and inadequately reported on. . . . (d) Service on a library staff under actual library conditions . . . is in reality one of the poorest methods, because at best it is a waste of time as a rule, and often represents an exploitation of the student; (e) Too large a share of the student's time in the first year of professional study is given to the prevailing type of field work. A comparatively brief period of well-planned and skilfully supervised observation in approved libraries is recommended.

Opportunities for extensive observation are afforded by class "visits" to a large number of important libraries. The intensive observation recommended must usually be carried out

in local libraries, hence the importance of having professional schools located in communities which offer the widest possible range of well-organized libraries of different types.

Library schools are placement as well as training agencies . . . due mainly to the fact that there have been no other agencies to which employers could turn for information about . . . workers.

V. Library School Finances and Salaries

The fundamental cause of many of the deficiencies . . . can be traced to inadequate financial support. . . . (a) Only two or three schools have independent budgets and keep accurate records of the cost of operation; (b) Only four schools had a total expenditure in 1920-21 of more than \$10,000; (c) The average salary of the best paid instructor in each school (not including the director) was about \$2000; (d) Salaries paid instructors are too low to attract well-trained, experienced library workers who are willing and able to teach; (e) Judging from the comparatively static condition of their budgets, the library schools are not keeping pace with the needs of the libraries for trained service.

VI. The Need for More Schools and More Students

Fundamentally the recruiting problem can be solved only by making library service as attractive and desirable a career . . . as other learned professions. Library salaries are now too low to attract men or women of first-class ability and qualities of intellectual and community leadership. Statistics furnished by five representative library schools show that over forty per cent of their graduates earn less than \$1500 a year; only 3.6 per cent earn over \$2500 a year.

It does not appear from salaries paid to educated and trained librarians that there is need for many new professional library schools or a great increase in the number of students. The primary need is for a better grade of student and higher standards of instruction.

Statistics for the fifteen schools examined show that the present enrolment represents only sixty per cent of their . . . capacity. . . .

Whatever responsibility the schools have for the recruiting problem can best be met by: (a) Maintaining the highest standards of professional education; (b) Taking a leading part in the movement to put library service on a satisfactory economic and professional basis; and (c) Coöoperating with professional organizations and college and university authorities in presenting to college men and women the rich opportunities for service in the library field.

Fellowships and scholarships should be estab-

lished in the best library schools to stimulate the interest of desirable candidates for admission and to enable the university library schools to compete with other graduate departments for the best students.

VII. The Library School and the University

. . . The professional library school should be organized as a department of a university, along with other professional schools, rather than in public libraries, state or municipal. Schools now conducted by public libraries should either take the definite status of training classes or be transferred to university auspices in fact as well as in name. This conclusion is based on the following considerations: (a) The public library often attempts . . . to combine the training class and the professional school; (b) The public library is a service institution not organized for the purpose of providing professional education; (c) Public library authorities should not be permitted to use public funds to conduct a professional library school. . . . (d) It is not sound public policy for a local municipal library to assume the task of training professional librarians; (e) It is easier for the university library school to establish and maintain proper standards; (f) The university school has a better opportunity to attract . . . men and women with college training.

Library schools are noticeably lacking in the prestige enjoyed by professional schools generally. The reasons: (a) The smallness of the library school; (b) The brevity of the course; (c) The predominance of women in the faculty and student body; (d) The preponderance of teachers having only the rank of instructor; and (e) The total lack of anything recognized as productive scholarship. . . .

VIII. Specialized Study

While library service has been growing more . . . highly specialized, the training provided by library schools has remained general

It is recommended that the first year of professional study continue to be general and basic; that the work of the second and following years be definitely and even minutely specialized.

The fields of professional library work for which specialized training should now be provided include school libraries, college and university libraries, library work with children, library administration, cataloguing and classification, county and rural library work, and business libraries. In various other fields there is a growing demand for specialized training.

In the organization of specialized training the following considerations are fundamental: (a) Between the year of general study and the period of special training at least one year of first-class library experience should be required;

(b) The comparatively small demand for an advanced type of specialized training makes it necessary to work out a system at a minimum expense by utilizing the resources of the stronger professional schools, in coöperation with other educational institutions in the same vicinity. . . . (c) No one school should be expected to offer courses in all the specialties or to give highly specialized courses every year. . . . (d) To develop the type of specialized training recommended, a library school must be so situated that it can coöperate with other educational institutions, such as schools of education, schools of business, etc.

IX. Training in Service

There is a conspicuous lack of both opportunity and incentive on the part of library workers . . . to seek continued professional growth and improvement. The principal means of creating the proper incentive are to be found in well-developed schemes of service, with proper efficiency ratings, and a comprehensive certification system.

Most of [the agencies for training in service] are designed only for the subprofessional grades of service. For professional workers a new type of summer school and short intensive courses in library schools are needed. Correspondence study promises also to be of great value.

Virtually no use has yet been made of correspondence instruction as a method of training in service for library workers. . . .

Correspondence instruction in library subjects should be undertaken at once, provided it can be done under proper conditions. . . .

The difficulties and objections that can be pointed out do not seem to be at all serious. . . .

X. Certification of Librarians and Standardization of Library Schools

No generally recognized standards of fitness for library workers have been formulated. With minor exceptions, standards of training and fitness are nowhere fixed by law, even for librarians whose salaries are paid from public funds.

Library work belongs in that group of professions . . . in which the first step in formulating standards can best be taken thru voluntary action by the profession itself. After the public has come to appreciate that the competency of the librarian . . . must be guaranteed, it may be possible thru legislation to supplement voluntary by compulsory methods.

A plan for a system of voluntary certification of librarians on a nation-wide scale has been worked out and is now under consideration by the American Library Association. Granted the right kind of leadership and adequate financial support during its formative period, this plan . . . could be inaugurated at once.

Among the most obvious advantages of the voluntary system of national certification are the following: (a) It makes possible the establishing of generally recognized standards and uniform methods before state and local legislation has developed in a haphazard fashion. . . . (b) On a voluntary basis standards can be applied at once to all grades of library personnel and not merely to head librarians, as contemplated in most pending legislation; (c) Private libraries . . . as well as individual public libraries in states which will not have compulsory certification for a long time, can come under the national voluntary certification system at once.

Library schools and other training agencies are in need of a representative and authoritative body to assist . . . in formulating [and] enforcing standards. . . . The Association of American Library Schools cannot be expected to perform this function. The proposed national certification board could serve also as a standardizing agency for library schools, having authority to enforce its decisions thru its power of certifying without examination the graduates of approved schools. Besides its functions in the certification of librarians and accrediting of library schools, the board would naturally become an effective central agency for the promotion of all types of library training.

XI. The Problem of the Small Library

The improvement of library service in small towns and rural districts is not to be sought thru stimulating the development of training agencies specifically adapted to the type of librarian and the economic situation represented by the average small public library. General improvement in standards of service, thru certification of librarians, strengthening of professional library schools, and the training of leaders, will accomplish more in the long run for the small public library than the multiplication of library courses and training schools of the usual type.

A permanent solution . . . requires a change from a . . . system of small isolated, independent libraries to a system . . . large enough to make it economically possible to command the services of a . . . skilled librarian. In most states this means the so-called county library system.

Awaiting the advent of the county library system, the following program should be adopted: (a) Every community in which it is economically feasible should be stimulated to employ the educated, professionally trained skilled librarian; (b) Communities unable to employ librarians of this professional grade and obliged temporarily to be content with inferior service should be assisted . . . by state library departments and training in service.

The White Pine Rural Library Competition

ALIVELY interest and distinction given by a refreshing individuality of treatment" characterised the designs for a rural library, set for the eighth annual White Pine Architectural Competition the results of which are announced in the August Number of the White Pine Series of Monographs.* That "the percentage of really good designs was much higher than in former competitions, well over one-half being worthy of the most careful consideration and study" indicates that the public library is in "the architectural eye."

The program which was set by John Adams Lowe, assistant librarian of the Brooklyn Public Library follows:

PROBLEM: The design of a rural library building, for a progressive and growing community with a present population of two thousand, located "somewhere in the United States." The lot is on a corner with a frontage of 100 feet on the main street and 200 feet on the secondary street. The land is level. Main Street runs north and south.

The architectural style is optional, and the plan arrangement left to the ingenuity of the designer.

All the outside finish for the building, including siding and corner boards, window sash, frames and casings, outside blinds, cornice boards, brackets, ornaments, mouldings, etc., *not* including shingles, is to be of white pine.

The library building shall contain: Delivery room (not less than 225 square feet), adult reading room (not less than 375 square feet, seating capacity 20), reference room (not less than 275 square feet, seating capacity 6), children's reading room (about 475 square feet, seating capacity, 20), librarian's office and work room (175 to 200 square feet, capacity 500 volumes), space for auditorium uses with small platform (seating capacity 125). By "room" is meant space devoted to the purpose designated rather than an area enclosed within partitions. Shelving shall be provided for 8000 volumes, either in a book room or on wall and floor bookcases in the reading room, or by a combination of both methods.

If consistent with the design, attic space may be devoted to a local historical museum (not less than 400 square feet).

The building will be heated and ventilated by a hot air furnace or, steam boiler. Therefore, a furnace room and a fuel room are necessary, also a small general storage room and janitor's work room. There should be a storage room for books not in constant use, and a toilet room and lavatory for the use of the Librarian and her staff. No public toilets and no drinking fountains will be required.

The librarian's office shall contain ample space for a desk and table, a wash basin, coat closet, supply cupboard, wall shelving, and a lift from the unpacking room in the basement. Privacy must be secured by shutting this room off from the rest of the building.

There must be good natural light at all points and especially at the loan desk in the delivery room. Avoid skylights.

Not more than two persons, and usually only one, will be responsible for the supervision of the entire library when it is open to borrowers and readers. In

many recent successful buildings partitions have been omitted and low bookcases have served to mark divisions.

A part of the building must be devoted entirely to the children. For a limited number of hours much of the activity of the library focuses in the children's room. The books, the card catalogue, and reference or school collection will be assembled here. Shelving must be adapted to their convenience. A bulletin board, a few shelves behind glass doors for the exhibit of fifty to one hundred illustrated books are desirable features for a children's room. A fireplace may be planned in this room if it is in keeping with the general scheme of the room.

Space must be provided for a general bulletin board, the card catalogue, a magazine rack, conveniently accessible to the public.

Two or more entrances should be provided.

Here are the reports on three prize designs by the Jury of Award, consisting of Donn Barber, William Boyd, Richard H. Dana, jr., H. Louis Duhring and Hubert G. Ripley.

FIRST PRIZE DESIGN. A very simple and admirable plan. Of all the plans submitted this seemed to the Jury to best meet the requirements of the programme. It is practical, convenient and easily supervised. The auditorium annex could easily be omitted, if for reasons of economy it be considered not essential, without impairing the design or the general effect of the building. The basement space could then become valuable and the building would probably be better served if it were wholly utilized. The exterior possesses a high degree of both beauty and form in its ensemble and in all its naive details and the scale is highly consistent. A study of these details discloses a rare choice of simple forms suitable for execution in wood. The wood pickets beside the steps, the lattice, the profile of mouldings, the detail of the lantern and the direct way in which these forms are used make a pleasing variety and a harmonious design. . . .

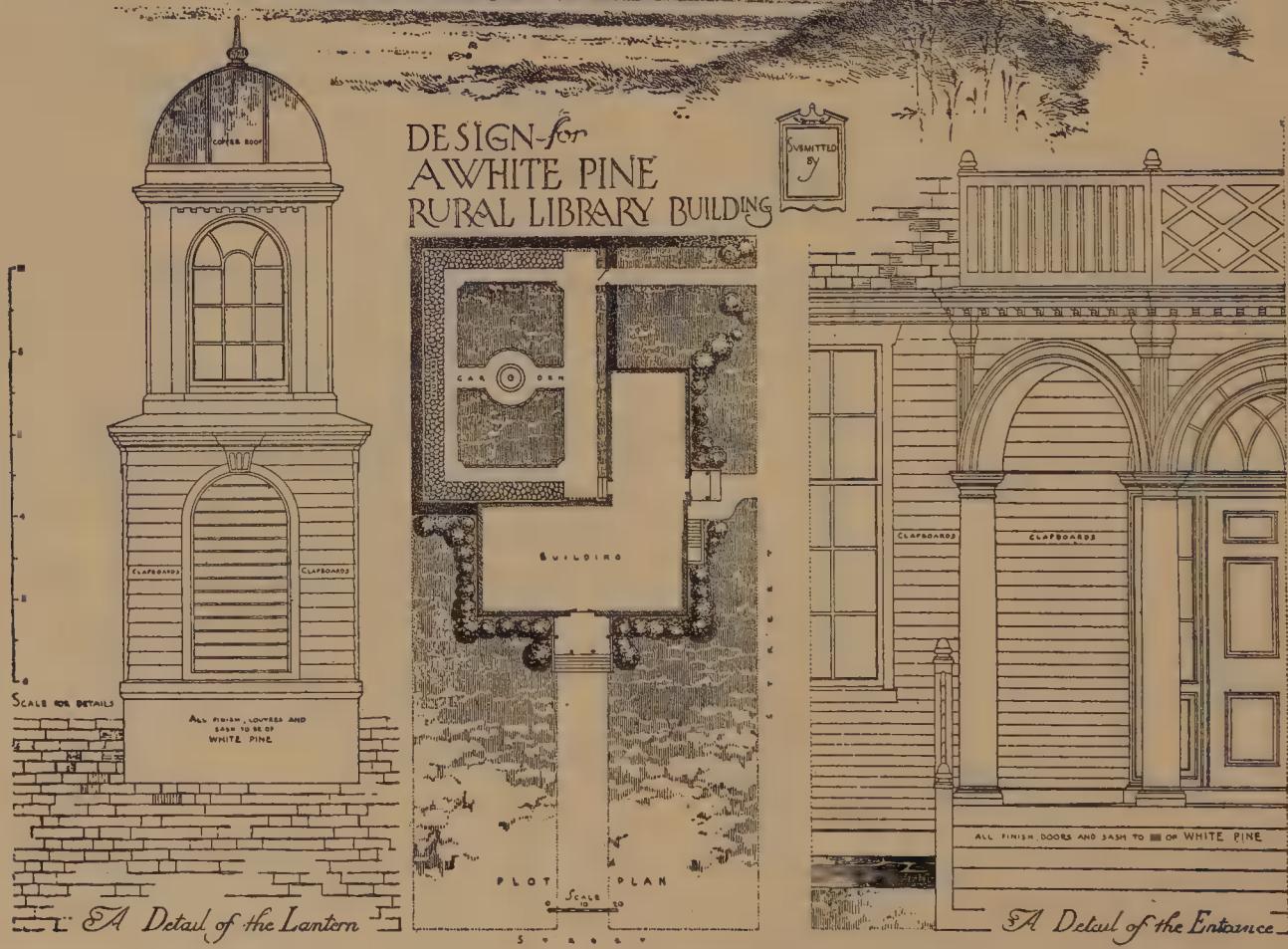
SECOND PRIZE DESIGN. An excellent plan, very similar to that of the first prize, with just a shade less suavity. The basement is utilized to good advantage and the attic space is adapted for a small historical museum. The design meets the requirements of the programme to a marked degree. The exterior, highly appropriate for a rural community, is original in treatment, of good proportions and simple in detail. The very frank use of one-inch boards gives an "early American" feeling to the whole composition. The groups of high windows over the bookcases give excellent light and add to the character of the building. The lighting of the museum by large studio windows in each gable is efficient and sensible. The chimney, which can be made a feature of prime interest, does not appear and the iron railing on the front steps seems a little out of keeping with the agricultural character of the building. The spirit of this design breathes economy and husbandry.

THIRD PRIZE DESIGN. A very lovely design which combines with its distinctly rural quality an admirable dignity. The plan, while simple and well arranged, suggests a larger building than called for by the programme. Its outline redeems this fault in part the simplification of certain details with which the plan appears crowded would tend to bring the design into scale. The presentation, while admirable, does not sufficiently focus the mind on the essentials. The large scale details are beyond criticism; and the elevations, save a slight forcing of the scale, are in the best of 18th Century taste.

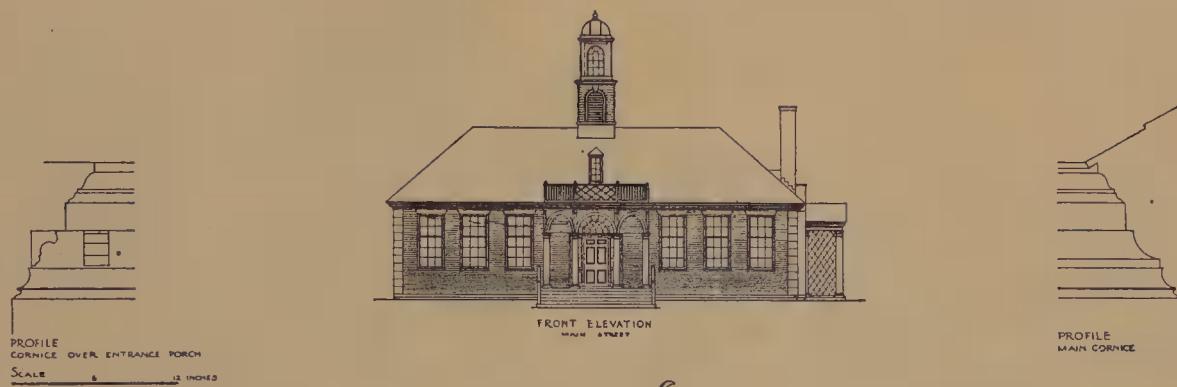
* Prepared for publication by Russell F. Whitehead, 150 East Sixty First Street, New York City.



DESIGN for
A WHITE PINE
RURAL LIBRARY BUILDING

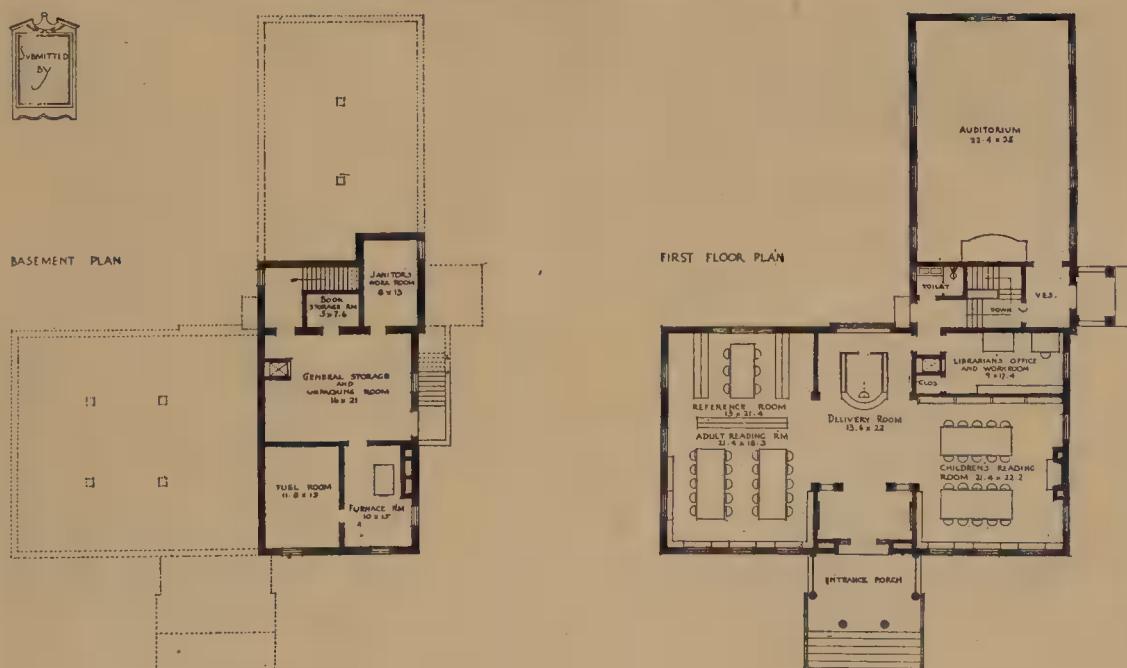
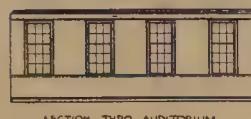
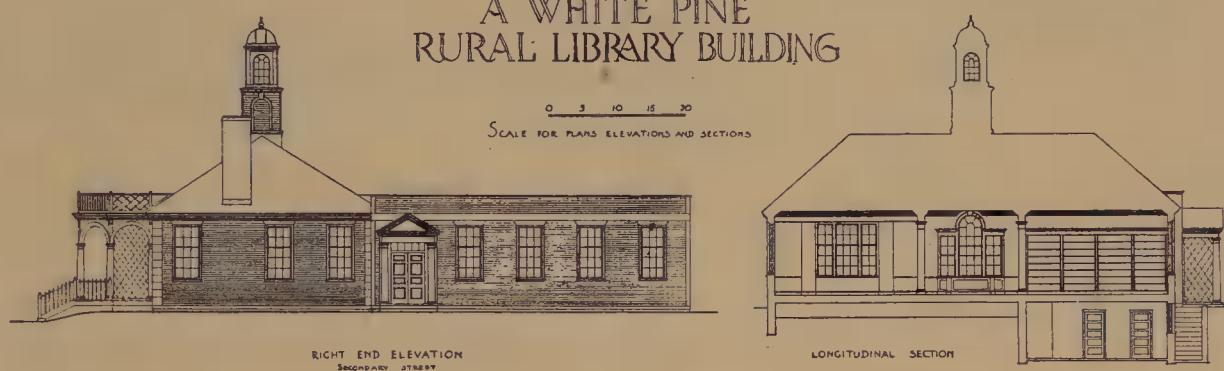


FIRST PRIZE DESIGN. SUBMITTED BY RICHARD M. POWERS AND ALBERT C. MACLELLAN, BOSTON, MASS.



DESIGN for
A WHITE PINE
RURAL LIBRARY BUILDING

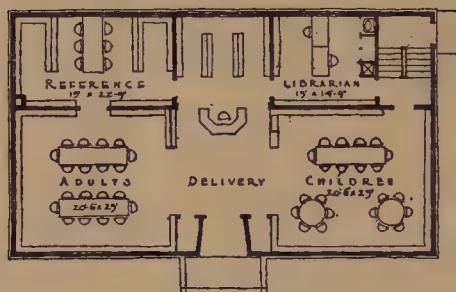
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SCALE FOR PLANS, ELEVATIONS AND SECTIONS



FIRST PRIZE DESIGN, DETAIL SHEET.

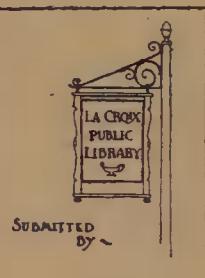


DESIGN for
WHITE-PINE
RURAL LIB-
RARY BUILD
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FIRST FLOOR PLAN

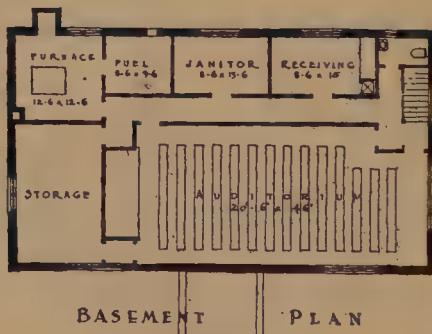
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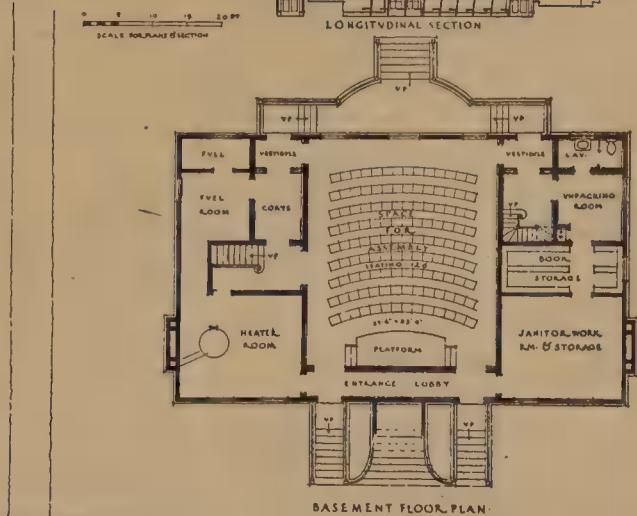
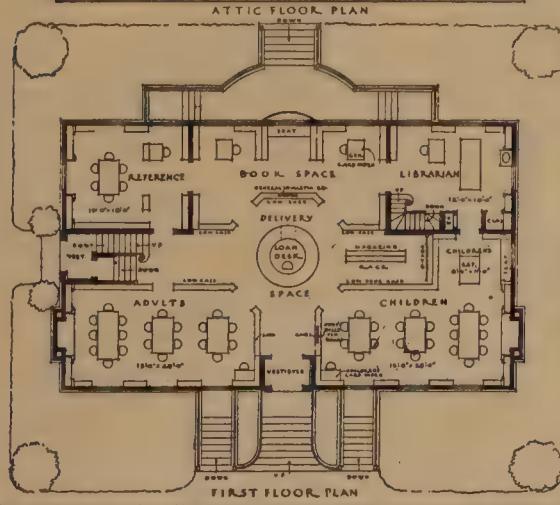
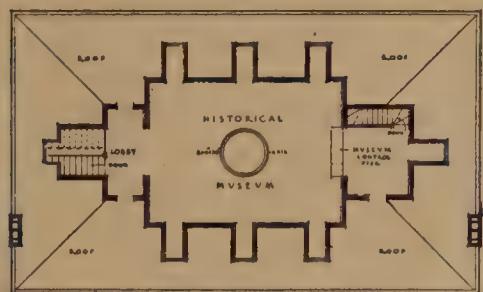
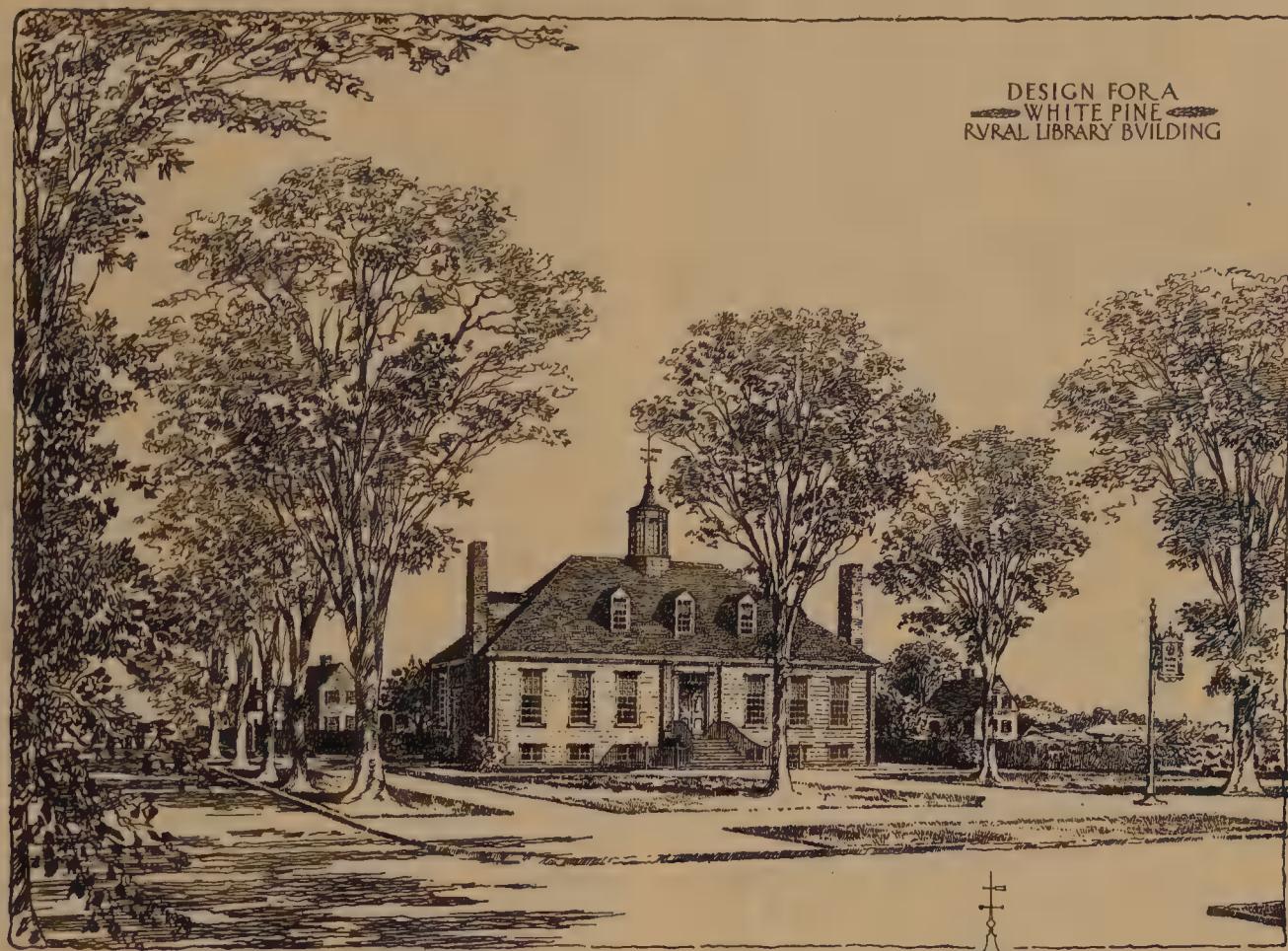
Submitted
by ~



ATTIC PLAN



BASEMENT PLAN



THIRD PRIZE DESIGN. SUBMITTED BY RALPH H. HANNAFORD, BOSTON, MASS.

German Public Libraries after the War

By G. FRITZ

Director of Public Libraries in Greater Berlin

THE world war inevitably left noticeable traces upon the establishments devoted to intellectual life in Germany. Still, it would be wrong to assume that the war and its subsequent economic decline had exercised a paralyzing influence upon all these institutions. In spite of economic conditions growing constantly worse, and in spite of the depreciation of money, considerable efforts are being made to widen and to deepen the scope of education on the newly gained democratic basis, irrespective of innumerable handicaps.

The German public library movement is about forty years younger than that of the United States, which may be said to date back to about 1850, and which has been so admirably advanced by library legislation. The exhibit at the Chicago World Fair in 1893, of American library organization, gave special impetus to a reform which had for its aim the broader development of public library work. Germany had in those days accomplished remarkable work in regard to her schools and universities but lagged behind in the development of her public libraries. This was due to her special attention to university and state libraries, leaving too little space for extension work.

These conditions have changed considerably. First of all, the larger municipalities, chiefly those of industrial districts, followed the example of Charlottenburg in founding large public libraries, a measure often helped by endowments, as, for instance, in the case of the Krupp'sche Bibliothek at Essen. In these districts particular attention was given to trained librarianship, to an adequate selection of books adapted to the community, and to the establishment of reading rooms and branch libraries. The public library movement was not confined, however, to industrial districts; it spread also to the smaller towns and to the rural districts. Travelling libraries have been established in almost every county and especially in Prussia which now leads in the public library movement. Especially noteworthy was the work of the Provinzial-Bibliothek in Posen, and the work carried on by the Library Association of Upper Silesia.

Great progress was made during the war. At Leipzig the Deutsche Zentralstelle für Volksstümliche Büchereien was founded in 1914, and, in addition to this, a library school. Berlin followed suit in 1915, by founding the Zentrale für Volksbüchereien, which also opened courses

in library science. The Prussian State, at first rather reluctant, later supported the new movement by introducing a state examination for public library work. Furthermore, provincial consultation bureaus were created by the State directing the librarian of a certain especially efficient public library to assist other libraries in the matter of library economy, selection of books, and to further the movement by training courses. Similar measures are about to be taken in other states, such as Saxony, Bavaria, Württemberg, and Thuringia. In addition to municipal and state efforts, the "Bildungsvereine" (educational societies) are also now doing an extremely efficient work; foremost are the Gesellschaft für Volksbildung in Berlin, the Deutsche Dichter Gedächtnis-Stiftung in Hamburg, founded by Dr. Ernst Schultze, and the Borromäus-Verein at Bonn which chiefly has its activity in Catholic regions and also conducts library courses. Besides, there are several organizations, some independent, some partly working along political or denominational lines, supporting public libraries, public lectures and art among the people.

It is in more than one respect that the time after the world war has become important to all these efforts. First of all the conviction of the need of a systematic, well planned method of handling public library work, according to the principles of broader civic freedom, grew stronger than heretofore. Moreover, in practical work, these views are being expressed in the leading magazines: *Bücherei und Bildungspflege*, edited by E. Ackerknecht, G. Fritz, H. F. Homann (Leipzig: Harrassowitz); *Volksbildungsbücherei*, edited by R. von Erdberg, (Berlin: Verlag des Volksbildungsbüchereiarchivs) and *Hefte für Büchereiwesen*, edited by Walter Hoffmann (Leipzig: Dietrich). What these publications advocate, above all other things, is a more methodical and thorough training of public library workers, a more adequate application of the principles of library economy to practical work, a selection of books corresponding to the highest standards, a closer co-operation with other educational institutions, especially with the "Volkshochschule" (university extension courses) and last, not least, a broader social work among young people by developing and improving children's libraries and reading rooms which, of late, have been well taken care of. The foundation of musical libraries has

also been discussed and partly carried out, and there is no doubt that in a music-loving country like Germany this development will broaden out. Reading hours and public lectures seem, in fact, indispensable to a modern German public library. All these demands are being supported by the Deutsche Bücherei-Verband, of which the present writer is chairman, founded in 1922 as an organization representing only the public librarians. The older Verein Deutscher Bibliothekare is a professional organization on a larger scale.

If this means that a good foundation for the general co-operation of German public libraries has been established, there still arises the harassing question whether it will be possible to keep the public libraries and other educational facilities on the present level, in the face of economic conditions of the country, constantly growing more unfavorable. The municipalities are, even now, hardly in a position to supply the most necessary means for maintaining their public libraries. Owing to the general impoverishment there is hardly a prospect of any large endowment for public libraries. This leaves only one way open, and that would be to impose a library tax, such as was introduced in England and in the United States in 1850. There is decidedly an increasing majority of opinion advocating this measure, the result of which, tho it may be small, would prevent the worst. The individual, especially the laborer and the middle-class man, anxious to broaden their education and professional knowledge, is no longer in a position to buy his own books, magazines, or even newspapers. If there should not be a public library to supply these, a tremendously large portion of our nation would have no access to the most important means of education: the book! This is a most serious menace. The German nation has to take every precaution in this respect. Never before has the public library been so much in the focus of public interest. On it depends the future civilization of Germany.

The Library Training Board Meets

THE Temporary Library Training Board, authorized by action of the A. L. A. Council at Hot Springs, has held two meetings; a preliminary meeting in New York, May 24, and a second meeting in Chicago, July 19.

The Board consists of Adam Strohm, chairman, Linda A. Eastman, Andrew Keogh, Harrison W. Craver, Malcolm G. Wyer, and Sarah C. N. Bogle, secretary.

The functions of the Board are "To investigate the field of library training, to formulate tenta-

tive standards for all library training agencies, and to devise a plan for accrediting such agencies," or as the Committee on Library Training stated it, "To initiate some permanent machinery for carrying the provisions (or plans) into effect."

The Board has devoted itself to the functions assigned to it with special consideration to the study on library training made by Charles C. Williamson* to available criticisms, constructive and otherwise, and to such standards for library training as have been formulated by the past committee on library training and by the Association of American Library Schools.

A careful study has been made of the standards of training which have been adopted by other professional organizations.

Some of the questions under consideration are: Should the most advanced type of professional education for librarianship be on a strictly graduate basis with: *a*. A full college course including certain specified subjects as an entrance requirement; *b*. A specified amount of elementary or general library training—or equivalent approved experience—as a prerequisite; *c*. Courses of from one to three years which measure up to the standards of graduate study leading to master's and doctor's degrees in the large universities?

Should there be another type of professional training for librarianship to be known as Class B, with: *a*. Three years of college work including certain specified subject as an entrance requirement; *b*. A curriculum giving a one year elementary or general course in library economy?

Should colleges and universities which conduct library schools be encouraged to give a combined course—library and collegiate—leading to a bachelor's degree?

Should other types of training with lower entrance requirements—such as library training course, the general elementary summer school course and apprentice classes—be termed non or sub-professional?

Should not any library training agency be required to meet certain tests covering such points as teaching qualifications of the faculty, financial support, student body, equipment, etc., in addition to the proper entrance requirements and prerequisites before receiving the approval of the permanent Library Training Board?

Full information and all points of view are sought by the Board, which will welcome any suggestions from those interested in this work. Such communications may be sent to Sarah C. N. Bogle at A. L. A. Headquarters or to any member of the Board.

College and University Library Salaries

PRESIDENT E. O. HOLLAND of the State College of Washington compiled recently some interesting statistics relating to college and university library salaries thruout the country. The figures relating to librarians should be of interest and profit to college library staffs. They may be summarized in the following table:

State universities and colleges with faculties numbering					
I	II	III	IV	V	
250 or more	150 to 249	100 to 149	50 to 99	Less than 50	
Number reported 10	12	10	18	13	
Highest ...	\$5,000	\$5,000	\$3,300	\$3,300	\$2,500
Median ...	3,400	3,350	2,470	2,450	1,500
Lowest ...	1,900	2,800	1,800	1,500	900

The corresponding figures for faculty salaries are:

State universities and colleges with faculties numbering					
I	II	III	IV	V	
250 or more	150 to 249	100 to 149	50 to 99	Less than 50	
Professors					
No. reported	788	519	333	518	205
Highest ...	\$10,000	\$6,625	\$4,625	\$6,125	\$5,125
Median ...	4,079	3,788	3,330	3,504	3,429
Lowest ...	1,875	1,125	625	625	875
Associate Professors					
No. reported	392	279	127	191	47
Highest ...	\$5,375	\$4,375	\$3,125	\$4,625	\$4,125
Median ...	3,129	3,036	2,633	2,810	2,602
Lowest ...	1,875	1,275	1,875	625	1,875
Assistant Professors					
No. reported	721	372	256	342	93
Highest ...	\$5,125	\$3,875	\$3,125	\$3,125	\$3,675
Median ...	2,597	2,369	2,331	2,337	2,647
Lowest ...	1,375	1,625	1,375	375	1,625
Instructors					
No. reported	1,278	647	380	419	140
Highest ...	\$4,125	\$3,625	\$3,125	\$3,125	\$3,675
Median ...	1,940	1,874	1,683	1,895	1,833
Lowest ...	375	375	375	375	375

President Holland throws into two groups, administration and faculty, all college and university personnel. Many, perhaps most, college librarians, will at once object to the inclusion of librarians in the administration group. Many college catalogs observe this classification but in an increasing number of colleges and college catalogs librarians are given specific academic rank, title and privileges. In many institutions, too, they are actually instructors and teaching officers, in library subjects ranging from courses on the use of the library to extended and scholarly courses in bibliography, history of books, printing, the transmission of learning, etc.

The requirements, too, for librarians, at most colleges, are more nearly comparable to those for officers of instruction than for officers of administration. The college librarian sought to

day by most presidents must be a college graduate with a professional training and experience equal to that required from a professor or instructor in almost any other subject. Are such requirements made for auditor, registrar, superintendent of buildings, secretary to the president,—some of the other officers of administration with whom the librarian is grouped in President Holland's interesting and instructive research?

J. I. WYER.

Reading for Credit

THIS year the second annual summer honor reading contest has an enrollment well over twelve hundred—a gain of almost five hundred over the entrants last year. We are immensely pleased at the quality of the reading which the children are doing. Most of our former readers are again in the reading race, and, because this is their second year, they are doing intelligent work and having a great deal of incidental pleasure.

. . . We do not feel that our credit system savors of school or that routine takes the spontaneity from reading. On the contrary we believe that children adore making book reviews and telling the story they have just finished. Lurk around the tables when someone is writing her report and see if the system is not successful.

We believe that the contest is beneficial to us as librarians, because we are able to have a human contact with each child, to note the books he likes and the ones which bore him, and to put in his way a few of the ones he really shouldn't miss.

. . . At the Seward School Branch three whole classes are enrolled, as the teachers believe in the honor reading plan. At Franklin Branch, twenty-four children of the fifth grade, forty-six in the sixth; thirty-six in the seventh and twenty-nine in the eighth grade are enrolled. Adams school with fifty-eight entrants leads the list.—*Community Bookshelf* [of the Minneapolis Public Library] for August.

More than 3,000 books and pamphlets have been shipped by the American Library Association through the Bureau of International Exchanges of the Smithsonian Institution to libraries of the University of Dorpat, Estonia; the University of Kovno, Lithuania; and the University of Riga, Latvia; in addition to many packages which have gone to the American Library in Paris. Many more books are needed.

On September 4th Richard Rogers Bowker, editor and publisher of the LIBRARY JOURNAL since its establishment in 1876 will complete his seventy-fifth year.

THE LIBRARY JOURNAL

TWICE-A-MONTH

SEPTEMBER 1, 1923



THE long expected report of Dr. Williamson to the Carnegie Corporation on library schools, the purport of which has been for some time known to many in the profession, is now in printed form in a pamphlet of 165 pages, and is summarized on other pages. It can be had on application to the Carnegie Corporation at 522 Fifth Avenue, New York, and should be studied carefully by all specifically interested in library education. The fundamental fact in the report is the lack of financial support for library schools and of pecuniary inducement for librarianship which last results in only sixty percent of library school accommodation being utilized by those preparing for librarianship, a proportion which has, perhaps, been improved in the two years elapsing since Dr. Williamson's investigation in 1921. This statement but emphasizes what has been the lamentation of chief librarians for years past, and Dr. Williamson finds in it one reason for his criticism of the quality of the library school teaching staff as a whole, in which an astonishingly large proportion have had neither practical teaching nor practical library experience. Only four schools have a budget exceeding \$10,000—and that sum means inadequate pay for sufficient teachers of ability and experience.

THE library school system has, of course, been a growth of very recent years, worked out with an immediate purpose rather than a general plan of education in view, and this has resulted in many of the defects which Dr. Williamson emphasizes. It may be said that it is easier to criticize than to construct, and perhaps an erroneous impression of library schools in general may result from the massing together in such a report of the defects of individual schools. Dr. Williamson's endeavor is, however, to point to an ideal which applies the best principles of educational work in this special field of training. He reports upon the fifteen library schools, of which all but that of Riverside and the one at Berkeley, which has taken over the work of the California State Library School, are members of the Association of American Library Schools, and he points out that this Association, "having once organized without applying proper standards to its

charter members," is not in a position to develop or enforce standards for the later library schools.

DR. WILLIAMSON considers that library schools could be brought more in line with modern educational methods if associated with universities or like educational institutions, but it may be noted that this is the case with more than half the existing schools. He does not feel that more schools are necessary, at least, until the number of applicants is greater, but his map, which is reproduced elsewhere, emphasizes the fact that library schools are closely lined up geographically in certain regions, so that the mere expense of reaching them is prohibitive to would-be students in some parts of the country. It may be hoped, let us add, that the inducements to library work and for library teaching may result in such recruiting as will make it possible for library schools to be organized preferably, perhaps, by universities, which may attract students from their respective localities at present quite separated from library training facilities.

STANDARDIZATION is, of course, emphasized by Dr. Williamson as one of the chief needs, but he does not discuss to any extent the question whether several library schools should cover the same field. He does, however, emphasize the fact that library demand is not simply for the librarian of a public library but in many cases for specially trained librarians. It was long the contention of Mr. Daniels at the Riverside School, which was *sui generis*, that library schools should be different rather than alike, and Miss Plummer had from the beginning the thought of developing the second school with which she was associated to the encouragement in its second year of specialties in librarianship, in addition to which the New York Public Library School now provides lectures for the technical help of special librarians in New York City. It is one of Mr. Bishop's interesting plans to develop at the University of Michigan a library course which will specialize in bibliography, a development, in fact, of the lectures which he has personally given in recent years. Dr. Williamson's report does not touch on sum-

mer schools and other incidental institutions for library training, which, nevertheless, do great good within their limited field and in their limited way. The report, which is the most important ever presented in the library field, will excite much interest, much discussion, and, doubtless, much dissension—all of which will be wholesome!

A FIRST result from Dr. Williamson's investigation has been in stimulating the American Library Association itself to take up officially and constructively the question of library school training. The committee authorized by the Council at its mid-winter meeting in Chicago did not wait the actual publication of the report to begin its work and it now asks from librarians their views on certain fundamental questions which should have careful consideration and prompt and adequate answer from members of the profession. As pointed out above the library school association cannot well inspect and standardize its own members, and it is properly the function of the American Library Association itself to do what other national professional organizations have done in their respective fields. It may be suggested that there are four groups to be considered in connection with library work, the special librarians who require a combined course of library and special training, the administrative librarians who require library and college training, library workers generally who should have at least high school and elementary library training and, not to be forgotten, the potential li-

brary workers, having no library training but having a natural gift for self-education, within the library itself, from which last have come some of the most effective members of the profession, from Justin Winsor to the present director of the Drexel School. It is to be hoped that the new A. L. A. committee, which is extremely strong in personnel, may offer a scheme which will stimulate organization and maintain high standards in all the fields of library education.

APPEALS continue to be in order for more and more books to satisfy the demand for American books in European libraries, which, under present conditions of foreign exchange, cannot possibly make the purchases they so desire. Books of all classes not unsuitable for European use will be welcome, and every book is, in its way, a missionary for American good feeling and library spirit. In addition to handling these gifts, it is Director Johnson's purpose to make American books of current publication better known throughout Europe, and, with this in view, a periodical entitled *Ex Libris* has been started under the auspices of the American Library in Paris. The first monthly issue, which has just come to hand, is for July, 1923, and is well supported by advertising from American or English enterprises represented in Paris. The subscription price is twenty francs a year, tho the periodical is offered free to libraries abroad, and, as the publication is in English, many American libraries will be glad to add it to their periodical list.

LIBRARY ORGANIZATIONS

MASSACHUSETTS LIBRARY CLUB.

THE annual meeting of the Massachusetts Library Club was held at North Scituate, June 22-24, with headquarters at the Cliff Hotel. President Harold T. Dougherty presided at the opening session. Under the title "The Key to Scituate," Ralph Bergengren of Scituate gave a cordial welcoming address.

In the afternoon a symposium on library work among the foreign born was conducted by Edna Phillips, director of work with foreigners in the Division of Public Libraries. Alice Gale Worthen, librarian of the Union Square Branch, Somerville, spoke first on "Americans of tomorrow." Over 60,000 young people make use of the children's room alone during the course of a year. There has been no trouble with discipline and unless stern necessity requires it Miss Worthen never deprives a child of the use of the

library. She frequently serves in the rôle of an adviser to her visitors and is occasionally called upon to reconcile differences. She considered that the younger group is being well trained in the public schools and her concern is especially for the older brothers and sisters who are in America but not of it.

"Library Contacts in New York's Lower East Side at the Seward Park Branch," was the subject of an address by Esther Johnston, librarian of the Fordham Branch, New York Public Library. The demands at a branch in this neighborhood, Miss Johnston said, have to do with books rather than with the intimate personal needs of the people. The social settlement houses in the locality care for these latter needs. Russian Jews predominate in the neighborhood. They are not particularly attached to any country but they come with a literary heritage. They

come not so much from the cities as from the small towns and farms of Russia. While many cannot read, some of the better educated have a knowledge of Hebrew and a small cosmopolitan, intellectual group are well informed. It is a constant adventure to know what people are bringing intellectually. In one instance a shabbily dressed man wanted Kant's "Critique," which he was prepared to read in English, Russian, German or French. Miss Johnston had noticed a renaissance of Yiddish. In spite of any prejudices the value of a language, as a means of communication, should be recognized. The translations now available in Yiddish include titles as divergent as "Thaïs" and "Huckleberry Finn." Very few books descriptive of American life are now accessible. More are needed. The Russian immigrant learns English very quickly and books, important for content, are needed to supplement books of the primer type.

Maud B. Colcord, librarian of the Loring Reading Room, Plymouth Cordage Company, presented a paper on "Effects on the Community of Industrial Library Work with Foreigners." "Since the establishment of the Plymouth Cordage Company, in 1824," Miss Colcord said, "the company had seen the ebb and flow of many races. In their order they are the English, Scotch, Irish, Swedish, German, French, Italian and now Portuguese. North Plymouth has, as a result, a cosmopolitan population." Miss Colcord emphasized the fact that it is not a town owned by an industry. A large proportion of the people own their own homes and the company encourages home owning in a practical way.

The concluding paper, "Wanted: a Policy," was read by Marguerite Reid Wetmore, of the Foreign Department of the Providence Public Library. Mrs. Wetmore pointed out the fallacy in the theory of "The great American melting pot," the failure hitherto to assimilate immigrants and the dawning realization that the present immigration must be treated more intelligently than that of pre-war days. Congress has enacted no constructive legislation apart from the three per cent law, which will probably be an issue in the next campaign.

In the process of Americanization the first duty is to train the newcomer to the standards of living here, to improve housing conditions and to offer instruction in matters of health and sanitation. The teaching of English is another essential.

Mrs. Wetmore offered a program in this form: (1). The selection of the best obtainable group in the country to draw up an immigration platform which will at least settle the following

points: (a) The number to be admitted; (b) How to select the best in quality; (c) How to house them properly. (2). The outline of a method for training the adult alien in American standards of living, in learning English and in American ideals of government. (3). The duty of everyone to help secure adequate financial support for the platform adopted. (4). The responsibility of every individual to adopt one foreign person into his sphere of influence.

At the session on Friday evening Katharine P. Loring, under the title, "Authors I Have Known," gave entertaining reminiscences of a number of widely known writers.

The session of Saturday morning consisted, for the most part, of a round table on library topics, conducted by June R. Donnelly.

To the question: "Is a duplicate pay collection worth while" various answers were given. Miss Johnson, of Chelsea, was uncertain as to whether the duplicate collection makes a profit but she felt that it is desirable to maintain the collection. Its value should not be assessed on the dollars and cents basis alone. It continues a reader's interest in the newer books. Mr. Dougherty, of Newton, contended that a duplicate pay collection places new books before people even if they are not selected for reading. The Providence Public Library buys many of the more widely read titles in the Grosset editions. The library is convinced that a collection is desirable. Miss Chandler reported that the Lancaster collection had started with the more serious books and later added Western stories, in Grosset editions, for boys. Miss Lamprey, of North Easton, reported that her library makes money on one type of book and loses it on another. It was reported that Waltham had discontinued its duplicate pay collection.

Miss Johnson, of Chelsea, reported on the methods employed in conducting a Christmas Exhibit and Book Sale. Miss Johnson felt that the plan encourages people both to give books at Christmas time and to own them. A profit of ten per cent goes to pay extra expenses. Miss Bisbee, of Lynn, commented on a number of library reports which had been issued in a condensed and readable form, mentioning the reports from Mason City, Iowa, Dubuque, Iowa, Gary, Ind., Spokane, Kalamazoo, Denver and Quincy. Miss Lamprey, of North Easton, reported on a method used for treating leather bindings. The use of saddle soap restores the quality of the leather and after the back has later been shellacked the volume can easily be lettered.

In connection with library subscriptions for the Louvain Fund, Miss Loring rendered a detailed report showing the receipts from 136 Mas-

sachusetts libraries. The total receipts from these sources amounted to \$1,425.45.

The session on Saturday afternoon was in charge of the New England School Library Association, Elizabeth H. Furst presiding.

"Taking the Library to the School" was the subject of a paper by Dorothy Kohl, librarian of the Wakefield High School. Miss Kohl outlined the plan followed by the St. Louis Public Library in supplying school needs. This is done by furnishing class room libraries and by school deposits.

Three speakers discussed the topic, "The Library in the School." Irene K. MacDonald spoke first, outlining the varied phases of the work in the Brockton High School. Susan James sketched the development of high school library work during the last ten years in the Manchester, N. H., High School. Hilda A. Combe, librarian of the English High School, Providence, spoke on the special topic, "The School Library and the Teacher." Reference was made to the difficulty, frequently encountered elsewhere, of securing the co-operation of teachers. Miss Combe had not experienced this difficulty, and she spoke with enthusiasm of the support given by teachers.

A round table on "The Best Thing of the Year" was conducted by Mary H. Davis, librarian of the Brookline High School. Among the matters mentioned were the publication of a "State Manual," in Connecticut, the instruction of seventh and eighth grade pupils in Waltham, the observance of College Week, given up to arousing an interest in going to college, in Attleboro, and the gift of a unit filing case from a school class in Lynn. Miss Masters reported that in Watertown an auxiliary had raised some hundreds of dollars for school library use. Forrest B. Spaulding outlined the plan for a correspondence course to be financed by Gaylord Brothers. Miss Donnelly was of opinion that correspondence courses of some sort would be offered within a year. She considered that many things can be taught in this way but she was unwilling to say that she believes it desirable. A special course open to general workers, with some experience, would be of greater service than a course for beginners.

At the session on Saturday evening the following officers of the Massachusetts Library Club were elected:

President, Edward H. Redstone; vice-presidents, June R. Donnelly, Harold A. Wooster, E. Louise Jones; treasurer, George H. Evans; secretary, Mrs. Bertha V. Hartzell; Recorder, Galen W. Hill.

Following the election of officers, Henry Turner Bailey, director of the Cleveland School

of Art, was introduced as the speaker of the evening. Mr. Bailey's topic was "The Library and the World of Art." The world of art, he said, is not to be thought of narrowly as a realm of painting. The world of nature is a material thing created by God; the world of art an immaterial thing created by man. The process of making vivid the world of the spirit is constantly going on and the world of the spirit is continually being enlarged. The entrance is not only thru literature. You may see it in the canvasses of Turner, Daubigny, Corot, Titian, Velasquez and Van Dyck. The members, even, of this spiritual world may be seen in the paintings of Rembrandt and Frans Hals. You may enter thru music. The artist can take the object out of the physical world and make it a symbol in the spiritual. The more one is immersed in the industrial world the more necessary it is to escape into the region of the spiritual. By means of a fad or special interest one has access to the realm of art. Where there is no art museum the library must furnish a means of access. The library must have pictures of the immortal architecture of the world. It must have music, possibly victrola records, good story telling, readings and especially author's readings.

On Sunday forenoon William D. Goddard, librarian of the Deborah Cook Sayles Library, Pawtucket, gave a dramatic reading on the Book of Job, with musical enforcement of climatic passages by Miss Marian L. Arnold, of the Providence Public Library.

FRANK H. WHITMORE, *Recorder.*

LIBRARY OPPORTUNITIES

No charge is made for the insertion of notices in this department.

Answers should be addressed to the advertiser, not to the editor of the LIBRARY JOURNAL.

Those announcing positions open will save unnecessary correspondence by making a statement of their requirements regarding the education, sex, approximate age, health, etc., of candidates for these positions.

POSITIONS WANTED

Librarian with two years' college training and four years' experience as librarian and teacher desires a position in a high school or public library. U. B. 15.

University graduate who has had summer library course and four years' library experience desires position in the circulation or reference department of a college or university library. Can begin work immediately. H. P. 15.

General assistant, six years' experience, some children's work, desires position. A. C. 15.

Librarian with library school training and several years' experience in cataloging documents and in secretarial work would like to hear of an opening in a business library near Philadelphia. C. K. D. 15.

Young woman, M.A. (Columbia) in sociology, library school graduate, with four years' experience, two as head of normal school library; qualified in statistics, desires position. F. N. W. 15.

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POSITIONS OFFERED

The United States Civil Service Commission announces an open competitive examination for a cataloger, to be held thruout the country on September 19. It is to fill vacancies in the Government Printing Office, at entrance salaries ranging from \$1000 to \$1200 a year, plus the increase of \$20 a month granted by Con-

gress, and vacancies in positions requiring similar qualifications. Competitors will be rated on: Proof reading; cataloging, indexing and arrangement; and education, training, and experience. Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil-service examiners at the post office or customhouse in any city.

AMONG LIBRARIANS

The following abbreviations are used:

A. Library School of the Carnegie Library of Atlanta.
 C. California State Library School.
 C.P. Carnegie Library School of Pittsburgh.
 D. Drexel Library School.
 Ill. University of Illinois Library School.
 L.A. Library School of the Los Angeles Public Library.
 N.Y.P.L. Library School of the New York Public Library.
 N.Y.S. New York State Library School.
 P. Pratt Institute School of Library Science.
 R. Riverside Library School.
 S. Simmons College School of Library Science.
 S.L. St. Louis Library School.
 Syr. Syracuse University Library School.
 U.C. University of California Course in Library Science.
 W.R. Western Reserve Library School.
 Wis. Wisconsin University Library School.
 Wash. University of Washington Library School.

BERRY, Ethel I., 1911-12 N. Y. S., librarian of the Franklin Avenue branch of the Minneapolis Public Library, is now librarian of the *Minneapolis Journal*.

BILBY, Mrs. Sarah (Hallsted), 1915 N. Y. S., appointed first assistant cataloger in the Ohio State Library Columbus.

BOGLE, Sarah C. N., assistant secretary of the A. L. A., returned on August 21st from Paris where she conducted a summer training school at the American Library, under the auspices of the American Committee for Devastated France.

CARTER, Julia C., 1919-20 N. Y. S., who resigned the secretaryship of the Vermont Free Public Library Commission, has been appointed librarian of the State Normal School Library, Bridgewater, Mass.

JEROME, Janet, head of the Schools Division of the Denver Public Library, who is attending college this year, is succeeded by Ursula Rutherford, head of the Children's Department in the main library, who is in turn succeeded by Katherine Watson.

JEWETT, Alice L., 1914 N. Y. S., recently head of the mailing section of the Rockefeller Foundation, New York, has been appointed as-

sistant in the Public Information room of the New York Public Library.

LEVY, Hazel, U. C. 1920, appointed librarian of one of the new Oakland (Calif.) Junior High Schools.

POTTER, Inez C., 1922 W. R., assistant children's librarian at Evanston (Ill.) Public Library, will begin work September 4th as librarian of the Junior High School, Cleveland, Ohio. She is succeeded at Evanston by Gertrude W. Morse, children's librarian of the Utley Branch of the Detroit Public Library.

ROYS, Leah O., 1921-22 N. Y. S., resigned as reference assistant in the Public Library, Kalamazoo, Mich., to become librarian of the High School at Ann Arbor, Mich.

SABIN, Lilian, appointed librarian of the Uinta County (Wyo.) Library organized some years ago by Linda M. Clatworthy, now librarian of the University of Denver.

SEARCY, Katherine A., 1907-08 N. Y. S., has been appointed assistant in the Order department of the Cleveland Public Library.

SHIER, Ada B., for the past twenty-five years with the Michigan State Library, and since 1915 assistant librarian, died in May.

WHITCHER, Kara S., U. C. 1922, appointed librarian of the Napa (Calif.) High School.

WINKLER, E. W., succeeds John E. Goodwin as librarian of the University of Texas Library at Austin.

WALLBRIDGE, John B., trustee of the Hoopes-town (Ill.) Public Library and a brother of Mrs. Henry J. Carr of Scranton, was killed on August 5 when his car struck a locomotive at a grade crossing at Veedersburg, Ind. Mrs. Wallbridge, who was driving, escaped with minor injuries.

Appointments from the classes of 1923 and 1924 of the New York State Library School not previously reported are: Will H. Collins, reference librarian, University of Missouri; Lily B. Voeglein, reference assistant, Bureau of Educational Research, Ohio State University; Mar-

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Wanted by Illinois State Library, General Library Division, Springfield, Illinois, A. R. Hasse, comp. Index of economic material in documents of the states: *Illinois*, 1809-1904, 1909. (Carnegie Institution of Washington, Publications No. 85, Illinois).

The Newton Free Library, Newton, Mass., desires to buy a copy of the Library Journal of November 1, 1921, in order to complete its files.

The Library Journal, 62 West 45th St., New York, desires to buy two copies of the Library Journal for October, 1910; several copies of Feb. 1, 1923; also index for volume 47 (1922).

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Set of Cooper's novels, 32 volumes, illus. by Darley, Townsend, 1859-61; in excellent condition. Would like to hear from any library interested in considering its purchase.—*New York State Library*, Albany, N. Y.

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Members of the graduating class of the University of Washington Library School have received appointment as follows: Dorothy Baker, assistant, Circulation Department, University of Washington Library; Mary Elizabeth Jones, assistant, Washington State Normal School Library, Ellensburg; Theodore Norton, assistant, Reference Department, University of Washington Library; Jenny E. Olson, assistant, Medford (Ore.) Public Library; Ruth Robinson, assistant, Umatilla County Library, Pendleton, Ore.; Marie F. Sneed, first assistant Circulation Department, University of Washington Library; Ethel Christoffers, assistant librarian, Broadway High School, Seattle, Wash. Desiah Lockerby,

Margaret Stanton, and Russella Hardeman are acting as substitutes for the summer in the Seattle Public Library, and Rosamond McCredy in the Hoquiam (Wash.) Public Library. Three members of the 1923 class, Ruth Hale, Martha Lucas and Margaret Shotwell, will continue their studies next year in Cleveland, Ohio, specializing in children's work.

Graduates of the University of California Department of Library Science have been appointed as follows: Muriel Alderman, assistant, Santa Barbara Public Library; Gladys Andrews, assistant, Richmond Public Library; Zula Andrews, Merced County Library; Melba C. Burden, Stockton Public Library; Lona O. Crane, Lick Observatory, Mt. Hamilton; Anita M. Crellin and Aura D. Hardison, Reference Department, University of California Library; Catherine Delamere, Agricultural Reference Room, University of California Library; Marjorie E. Homer, Kern County Library; Anna N. Hughes, Library, Southern Branch, University of California; Mona M. Kinney, Humboldt County Library; Marie Lamb, San Bernardino County Library; Edyna Shearer and Bonnie E. Strong, Stanislaus County Library; Margaret W. Smith and Elsie L. Ward, Santa Clara County Library; Ruth Steinmetz, Stanford University Library; Helen H. White, Mills College Library.

CURRENT LITERATURE AND BIBLIOGRAPHY

The Proceedings of the 1923 A. L. A. Conference will be ready early in September.

"The Soul of the Library" the address given by James I. Wyer at the commencement exercises of the Library School of the New York Public Library appears in the July *Bulletin* of that library.

A reading-list on loan work compiled by Zaidee Brown will be printed shortly and will be sold at 10 cents each, or 5 cents in quantities of five or more. Orders should be sent promptly to Miss Brown at 958 University Avenue, New York City.

"Gifts for Children's Book Shelves," compiled by the Children's Librarians' Section of the A. L. A. at the suggestion of Franklin K. Mathiews, chief librarian Boy Scouts of America, supersedes this year the A. L. A. list of "Children's Books for Christmas Presents," compiled by Sarah C. N. Bogle.

The A. L. A. calls attention to two articles of interest to libraries: "The Flag: How to Display it, How to Respect it"; and "A New Code for Old Glory: The Work of the Washington Flag Conference" both of which appear in

the *American Legion Weekly* for July 6 (627 West 43d Street, New York City.) The A. L. A. was represented at the Conference at which the New Code was adopted.

"Books for Tired Eyes," a list of books in large print compiled by Charlotte Matson, Minneapolis Public Library, is now ready. This is a selected list of adult fiction and non-fiction and childrens books available in twelve point or larger type. Special attention is called to titles printed in fourteen or eighteen point type, and for those unable to ready any but the very largest type there is included also a priced list in twenty-four and thirty-six point type issued by the Clear Type Publishing Co. Quantity orders for reprints will be accepted by the American Library Association until September 30th at the following prices: 1,000 copies, \$26; 500 copies, \$15; 100 copies, \$3.50.

Four of the A. L. A. "Manuals of Library Economy," thoroly revised, are now published at 25c. for one copy, or 35 or more copies of one title 10c. each. These are: Mary Wright Plummer's "Training for Librarianship," revised by Frank K. Walter, librarian of the Uni-



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versity of Minnesota; "Branch Libraries and Other Distributing Agencies," by Linda A. Eastman, librarian of the Cleveland Public Library; "Commissions, State Aid and State Agencies," by Asa Wynkoop, inspector of public libraries for New York State; and "Library Printing," by Frank K. Walter, University of Minnesota Library. (American Library Association, 78 E. Washington St., Chicago, Ill.)

In response to numerous requests for a catalog of the Shelley centenary exhibition held last year at the Grolier Club now appears "A Descriptive Catalogue of the First Editions in Book Form of the Writings of Percy Bysshe Shelley" compiled by Ruth Shepard Grannis, librarian of the Club. "While primarily a catalog of the exhibition the arrangement of which it follows, the scope of the work has been enlarged to include descriptions of all the writings of Shelley, whether or not existent, or shown in the exhibition . . . and an effort has been made to mention in their proper chronological order important additions to Shelley bibliography which did not find a place in the exhibition. . . ." A section is devoted to manuscripts and letters not described under separate works. Numerous facsimiles illustrate his beautiful volume printed for the Club by the Gilliss Press.

Ex Libris, an illustrated monthly review published by the American Library in Paris has for its primary purpose "to make American and English books better known on the continent of Europe. With this in view it will publish reviews and notes on current publications and the contents of current magazines together with articles on the literature of current questions, on the works of contemporary writers and on intellectual relations between Europe and the Anglo-Saxon World." The first number (July, 1923), contains in addition to these departments articles on "The Vogue of Shakespeare in France" on *Galignani's Messenger*, the first English newspaper published on the continent, and on "Vanishing Paris" dealing with the American Newspaper Correspondents' Corner at the Grand Café. Director W. Dawson Johnston is literary editor.

"The most exact of living bibliographers is Mr. Thomas J. Wise, whose modest and strenuous labours have gradually raised an entirely new standard of what a catalog of books should be. When I say that the genius of Mr. Wise shines thru each of the fifteen hundred pages of the catalog [of the John W. Wren collection presented in 1918 to the University of Texas by Major George W. Littlefield*] I say enough to prove to every lover of books the value of this

compilation. . . . It was impossible to chronicle such a multitude of volumes without sacrificing something to brevity, and therefore the attributions are sometimes too summary. . . . The exactitude of the descriptions, on the other hand is something quite extraordinary. . . . At a moment of acute national self-depreciation we may cheer ourselves by noting that these beautiful volumes were made by a London, not an American firm, namely by Messrs. Heron & Co. of Tottenham Court Road.—Edmund Gosse in "More Books on the Table." p. 57 ff. (Scribner, 1923.)

MOTION PICTURES BASED ON LITERATURE

Selected by the National Board of Review of Motion Pictures

ABYSMAL BRUTE, THE. Universal. 8 reels. Star: Reginald Denny. Prizefighter wins love of wealthy girl; from the story by Jack London.

BAVU. Universal. 8 reels. All star. Melodrama of Balkan intrigue; from play by Earl Carroll.

BELLA DONNA. Famous Players-Lasky. 8 reels. Star: Pola Negri. Story of adventuress in the desert; from the novel by Robert Hichens.

BLUEBEARD'S EIGHTH WIFE. Famous Players-Lasky. 6 reels. Star: Gloria Swanson. Story of modern Bluebeard who divorces his wives instead of killing them; from the play by Alfred Savoir.

BRASS BOTTLE. First National. 6 reels. Star: Barbara La Marr. Genie released from bottle gives young architect embarrassing help; from the novel by F. Anstey.

BRIGHT SHAWL, THE. First National. 8 reels. Stars: Richard Barthelmess and Dorothy Gish. Story of Cuban revolt fifty years ago; from the novel by Joseph Hergesheimer.

CHILDREN OF THE DUST. First National. 7 reels. Stars: Lila and Frankie Lee. Story of childhood centering around Gramercy Park, and its social restrictions; from short story "Terwilliger" by Tristam Tupper in the *Metropolitan*.

COMMON LAW, THE. Selznick. 8 reels. Stars: Corrine Griffith and Elliot Dexter. Artist's model becomes his common-law wife; from the novel by Robert W. Chambers.

CORDELIA THE MAGNIFICENT. Metro. 7 reels. Star: Clara Kimball Young. Girl loses money and becomes dupe of grafter; from the novel by Leroy Scott.

COVERED WAGON, THE. Famous Players-Lasky. 10 reels. Stars: Warren Kerrigan, Louis Wilson, Allan Hale. Romance of wagon trains of '48; from novel by Emerson Hough.

DRIFTING. Universal. 7 reels. Star: Priscilla Dean. American girl member of opium-smuggling gang in China falls in love with American agent sent to destroy traffic; from play by John Colton.

FOC, THE. Metro. 7 reels. Stars: Mildred Harris and Cullen Landis. Story of poet who finds himself and overcomes handicap of his bigoted parents; from the novel by William Dudley Pelley.

GIRL OF THE GOLDEN WEST, THE. First National. 7 reels. Stars: J. Warren Kerrigan and Sylvia

* See LIBRARY JOURNAL April, 1918. p. 273.

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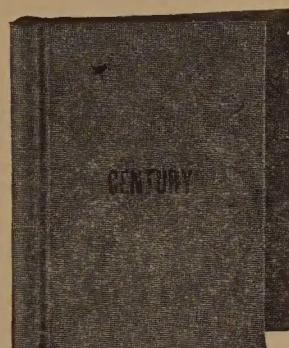
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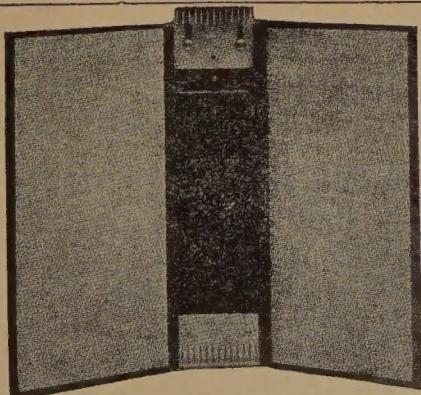
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GO-GETTER, THE. Famous Players-Lasky. 8 reels. Stars: T. Roy Barnes and Seena Owen. From the story by Peter B. Kyne.

GRUMPY. Famous Players-Lasky. 7 reels. Star: Theodore Roberts. Solution of a diamond theft; from play by Horace Hodges and T. Wigney Percyval.

MAIN STREET. Warner Brothers. 7 reels. Stars: Monte Blue and Florence Vidor. From Sinclair Lewis' novel of small-town life.

MASTERS OF MEN. Vitagraph. 7 reels. Stars: Earle Williams and Cullen Landis. Romance of Spanish-American war period; from novel by Morgan Robertson.

NE'ER-DO-WELL, THE. Famous Players-Lasky. 8 reels. Star: Thomas Meighan. Wealthy young spendthrift is shanghaied to Panama; from the novel by Rex Beach.

ONLY 38. Famous Players-Lasky. 7 reels. Stars: Lois Wilson, Elliot Dexter, and May McAvoy. Minister's widow, thirty-eight, finds happiness in face of her children's disapproval; from play by A. E. Thomas founded on story by Walter Prichard Eaton.

PENROD AND SAM. First National. 7 reels. All-star. Story of Penrod and his small-boy gang; from the short stories by Booth Tarkington.

PRODIGAL DAUGHTERS. Famous Players-Lasky. 6 reels. Star: Gloria Swanson. Two society girls leave home to live their own lives; from the novel by Joseph Hocking.

PURPLE HIGHWAY, THE. Famous Players-Lasky. 7 reels. Star: Madge Kennedy. Poor girl becomes star in musical show; from play "Dear Me" by Luther Reed and Hale Hamilton.

RAGGED EDGE, THE. Goldwyn. 7 reels. Adventure story of regeneration of young man; from the novel by Harold McGrath.

RUPERT OF HENTZAU. Selznick. 9 reels. All-star. Rupert tries to bring disgrace on queen of Ruritania; from Anthony Hope's sequel to his "Prisoner of Zenda."

RUSTLE OF SILK, THE. Famous Players-Lasky. 7 reels. Star: Betty Compson. Romance of maid of wife of a British Premier; from the novel by Cosmo Hamilton.

SOULS FOR SALE. Goldwyn. 8 reels. All star: Story of life in Hollywood; from novel by Rupert Hughes.

SPOILERS, THE. Goldwyn. 8 reels. Stars: Milton Sills and Anna Q. Nilsson. Story of gold rush in Alaska; from novel by Rex Beach.

THREE WISE FOOLS. Goldwyn. 7 reels. All-star. Comedy drama of three old men who adopt young girl; from the play by Austin Strong.

TRAIL OF THE LONESOME PINE, THE. Famous Players-Lasky. 6 reels. Star: Mary Miles Minter. Story of life in Kentucky mountains; from novel by John Fox, Jr.

TRILBY. First National. 7 reels. Star: Andree Lafayette. Story of model in Bohemian Paris hypnotized and made a prima donna; from the novel by George Du Maurier.

VANITY FAIR. Goldwyn. 8 reels. Star: Mabel Ballin. From the novel by William Makepeace Thackeray.

WHERE THE PAVEMENT ENDS. Metro. 7 reels. Stars: Alice Terry and Ramon Navarro. Missionary's daughter falls in love with Kanaka chieftain; from story "The Passion Vine," in John Russell's "Where the Pavement Ends."

WITHIN THE LAW. First National. 8 reels. Star: Norma Talmadge. Girl falsely imprisoned gets her revenge by legal methods; from play by Bayard Veiller.

LIBRARY CALENDAR

September 3-5. At Faribault. Headquarters at the State School for the Deaf. Minnesota Library Association.

September 3-8. At Silver Bay, Lake George, N. Y., A. L. A. regional conference at which the New York and Connecticut State library associations and the Massachusetts Library Club will take part.

September 12-14. At Hampton Beach. Headquarters at Culter's Sea View House. New Hampshire Library Association.

Sept. 17-21. At Eastbourne, England. Annual conference of the Library Association.

September 17-21. At Massachusetts Agricultural College, Amherst, Mass. Institute for librarians under the auspices of the Massachusetts Free Public Library Commissioners.

September 26-28. At Peoria. Headquarters at the Jefferson Hotel. Illinois Library Association.

October 1-3. At Bozeman. Montana Library Association.

October 2-4. At Vergennes. Vermont Library Association.

October 6. At Salt Lake City. Utah Library Association.

October 8-10. At Fond Du Lac. Wisconsin Library Association.

October 9-11. At Iola, Kansas. Headquarters at Hotel Portland. Kansas Library Association.

October 10-12. At West Baden. Indiana Library Association.

October 12-13. At Watertown. South Dakota Library Association.

October 16-18. At Kalamazoo. Michigan Library Association.

October 17-20. At the Delaware Water Gap. Headquarters at the Kittatinny Hotel. Pennsylvania Library Association.

October 18-20 (probably). At Hannibal. Headquarters at Mark Twain Hotel. Missouri Library Association.

October 23-25. At Canton, Ohio. (Not Oct. 16-18 as originally planned.) Ohio Library Association.

October (probably). Nebraska Library Association.

November 11-17. Children's Book Week.

November 18-24. American Education Week.

November 20. At Jersey City. New Jersey Library Association.

November 22-23. At Winston-Salem. Headquarters at the Robert E. Lee Hotel. North Carolina Library Association.

November 26-28. At San Antonio. Headquarters at St. Anthony Hotel. Texas Library Association.

November 27-28. At Richmond. Headquarters at the State Library. Virginia Library Association.

November (probably middle of month). At Greenville. South Carolina Library Association.

Dec. 31-Jan. 2. At Chicago. Headquarters at the Hotel Sherman. Midwinter meeting of the A. L. A. Council and other organizations.

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